STATE OF WASHINGTON
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
128 - 10th Avenue SW • P.O. Box 43105 • Olympia, WA 98504-3105 • (360) 709-4600

December 31, 2012

Edward R. Smith, Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational and Adult Education
U.S. Department of Education
Potomac Center Plaza
550 12th Street SW, Room 11060
Washington, DC 20202-7241

Dear Mr. Smith:

Enclosed is a copy of Washington State's Consolidated Annual Report (CAR) for Performance, Accountability, and Financial Status for Program Year 2012. The electronic version was submitted on-line, as requested.

If you have any questions, please call contact Terri Colbert at (360) 709-4623.

Sincerely,

Eleni Papadakis
Executive Director

Enclosure

COVER PAGE FOR THE CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

1. *RECIPIENT ORGANIZATION*

Organization:	Workforce Training and Education Coordinating Board
Address 1:	PO Box 43105
Address 2:	
City:	Olympia
State:	WA
Zip Code:	98504

2. *PERIOD COVERED BY THIS REPORT (mm/dd/yyyy) :*

From:	7/1/2011
To:	9/30/2012

3. *PR/AWARD NUMBERS:*

Basic Grant to States:	VO48A11047-11B
Tech-Prep Education:	

4. *Title II Consolidation (Check one):*

- (•) The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- ( ) The State has consolidated all, or a portion of its Title II grant with its Title I grant during the program year covered by this report.

5. *State Career and Technical Education (CTE) Director Information: :*

Name:	Eleni Papadakis
Title:	Executive Director
Agency:	Workforce Training and Education Coordinating Board
Telephone:	360-709-4603
E-Mail:	epapadakis@wtb.wa.gov

6. *REMARKS*: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation)

7. *CERTIFICATION:*

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under Section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in Section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

(Please go to the CAR web site to certify by PIN electronically after uploading the report.) Eleni Papadakis	12/31/2011
State CTE Director Signature or PIN	Date

**Note:* *The FSRs contained in this report must be separately certified and signed by the State official authorized by State law to perform these functions on behalf of the State. This official may use a separate PIN supplied to the State by the Department to certify and submit the FSRs.*

8. *Lead Individuals Completing This Report:*

Section of the report	Check if the same as state CTE Director	Provide the following information for any section where the lead individual is different than the State CTE director listed above.	
Narrative Performance Information	☐	Name	Terri Colbert
		Title	Vocational Program Manager
		Agency	Workforce Training and Education Coordinating Board
Financial Status Reports	☐	Name	Walt Wong
		Title	Chief Operations Officer
		Agency	Workforce Training and Education Coordinating Board
Performance Report	☐	Name	Terri Colbert
		Title	Vocational Program Manager
		Agency	Workforce Training and Education Coordinating Board

9. *Lead individual who may be contacted to answer questions about this report:*

☐ Check this box if the lead contact for this report is the same as the State CTE director listed above.

Name:	Terri Colbert
Title:	Vocational Program Manager
Agency:	Workforce Training and Education Coordinating Board
Telephone:	360-709-4623
E-Mail:	tcolbert@wtb.wa.gov

INTERIM FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	Washington
II: Federal Funding Period:	7/1/2011
III: Reporting Period:	7/1/2011 - 9/30/2012
IV: Accounting Basis:	Cash
V: Grant Award Numbers: State Basic Grant (Title I):	VO48A11047-11B
Tech Prep Grant (Title II):	
VI: Title I Grant Award Amount:	$20,567,804.00
VII: Title II Grant Award Amount:	
VIII: Title II Funds Consolidated with Title I Funds:	
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	
X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	
* XI. Amended Interim FSR:	Date of Filing Amended FSR:

* **Note:** Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

		1 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)	5 Net outlays To Date (Columns 1 + 4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Columns 5 - 6)	8 Federal share of unliquidated obligations	9 Federal share of outlays and unliquidated obligations (Columns 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobiligated Federal funds (Columns 10 - 9)
A	* TOTAL TITLE I FUNDS *											
B	LOCAL USE OF FUNDS											
C	RESERVE											
D	Secondary Eligible Recipients				$0.00	$0.00		$0.00		$0.00		$0.00
E	Postsecondary Eligible Recipients		$979,027.00		$979,027.00	$979,027.00		$979,027.00	$769,236.00	$1,748,263.00	$1,748,263.00	$0.00
F	**Total (Row D + E)**	**$0.00**	**$979,027.00**	**$0.00**	**$979,027.00**	**$979,027.00**	**$0.00**	**$979,027.00**	**$769,236.00**	**$1,748,263.00**	**$1,748,263.00**	**$0.00**
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients		$294,090,825.74		$294,090,825.74	$294,090,825.74	$287,901,014.00	$6,189,811.74	$733,311.26	$6,923,123.00	$6,923,123.00	$0.00
I	Funds for Postsecondary Recipients		$297,562,946.01		$297,562,946.01	$297,562,946.01	$288,751,698.00	$8,811,248.01	-$0.01	$8,811,248.00	$8,811,248.00	$0.00
J	**Total (Row H + I)**	**$0.00**	**$591,653,771.75**	**$0.00**	**$591,653,771.75**	**$591,653,771.75**	**$576,652,712.00**	**$15,001,059.75**	**$733,311.25**	**$15,734,371.00**	**$15,734,371.00**	**$0.00**
K	**TOTAL LOCAL USES OF FUNDS (Row F + J)**	**$0.00**	**$592,632,798.75**	**$0.00**	**$592,632,798.75**	**$592,632,798.75**	**$576,652,712.00**	**$15,980,086.75**	**$1,502,547.25**	**$17,482,634.00**	**$17,482,634.00**	**$0.00**
L	STATE LEADERSHIP											
M	Nontraditional Training and Employment		$110,219.50		$110,219.50	$110,219.50		$110,219.50	$39,780.50	$150,000.00	$150,000.00	$0.00
N	State Institutions				$0.00	$0.00		$0.00	$205,678.00	$205,678.00	$205,678.00	$0.00
O	Other Leadership Activities		$59,859,872.97		$59,859,872.97	$59,859,872.97	$58,986,373.00	$873,499.97	$827,602.03	$1,701,102.00	$1,701,102.00	$0.00
P	**TOTAL STATE LEADERSHIP (Row M + N + O)**	**$0.00**	**$59,970,092.47**	**$0.00**	**$59,970,092.47**	**$59,970,092.47**	**$58,986,373.00**	**$983,719.47**	**$1,073,060.53**	**$2,056,780.00**	**$2,056,780.00**	**$0.00**
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION		1,707,796.67		$1,707,796.67	$1,707,796.67	1,112,075.63	$595,721.04	432,668.96	$1,028,390.00	1,028,390.00	$0.00
S	**TOTAL TITLE I FUNDS (Row K + P + R)**	**$0.00**	**$654,310,687.89**	**$0.00**	**$654,310,687.89**	**$654,310,687.89**	**$636,751,160.63**	**$17,559,527.26**	**$3,008,276.74**	**$20,567,804.00**	**$20,567,804.00**	**$0.00**
T	* TOTAL TITLE II FUNDS *											
U	Funds for State Administration				$0.00	$0.00		$0.00		$0.00		$0.00
V	Funds for Local Consortia				$0.00	$0.00		$0.00		$0.00		$0.00
W	**TOTAL TITLE II FUNDS (Row U + V)**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**

Additional Information:

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: Walt Wong

Title/Agency: Chief Operations Officer, Workforce Training Board

FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	Washington
II: Federal Funding Period:	7/1/2011 through 9/30/2012
III: Reporting Period:	10/1/2011 - 9/30/2012
IV: Accounting Basis:	Cash
V: Grant Award Numbers: State Basic Grant (Title I):	V048A100047A
Tech Prep Grant (Title II):	V243A100047
VI: Title I Grant Award Amount:	$21,024,674.00
VII: Title II Grant Award Amount:	$2,036,850.00
VIII: Title II Funds Consolidated with Title I Funds:	
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	
X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	
* XI. Amended Interim FSR: ☐	Date of Filing Amended FSR:

* Note: Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

		1 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)	5 Net outlays To Date (Columns 1 + 4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Columns 5 - 6)	8 Federal share of unliquidated obligations	9 Federal share of outlays and unliquidated obligations (Columns 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobligated Federal funds (Columns 10 - 9)
A	* TOTAL TITLE I FUNDS *											
B	Local Uses of Funds											
C	RESERVE											
D	Secondary Eligible Recipients		$786,323.00		$786,323.00	$786,323.00		$786,323.00		$786,323.00	$786,323.00	$0.00
E	Postsecondary Eligible Recipients	$1,000,774.00	$0.00		$0.00	$1,000,774.00		$1,000,774.00		$1,000,774.00	$1,000,774.00	$0.00
F	**Total (Row D + E)**	**$1,000,774.00**	**$786,323.00**	**$0.00**	**$786,323.00**	**$1,787,097.00**	**$0.00**	**$1,787,097.00**	**$0.00**	**$1,787,097.00**	**$1,787,097.00**	**$0.00**
G	FORMULA DISTRIBUTION											
H	Funds for Secondary Recipients	$298,012,425.87	$526,997.13		$526,997.13	$298,539,423.00	$291,462,518.00	$7,076,905.00		$7,076,905.00	$7,076,905.00	$0.00
I	Funds for Postsecondary Recipients	$345,177,565.16	$336,750,552.38		$336,750,552.38	$681,928,117.54	$672,849,488.76	$9,078,628.78		$9,078,628.78	$9,078,629.00	$0.22
J	**Total (Row H + I)**	**$643,189,991.03**	**$337,277,549.51**	**$0.00**	**$337,277,549.51**	**$980,467,540.54**	**$964,312,006.76**	**$16,155,533.78**	**$0.00**	**$16,155,533.78**	**$16,155,534.00**	**$0.22**
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	**$644,190,765.03**	**$338,063,872.51**	**$0.00**	**$338,063,872.51**	**$982,254,637.54**	**$964,312,006.76**	**$17,942,630.78**	**$0.00**	**$17,942,630.78**	**$17,942,631.00**	**$0.22**
L	STATE LEADERSHIP											
M	Nontraditional Training and Employment	$105,859.85	$44,139.95		$44,139.95	$149,999.80		$149,999.80		$149,999.80	$150,000.00	$0.20
N	State Institutions	$184,056.02	$13,095.55		$13,095.55	$197,151.57		$197,151.57		$197,151.57	$210,247.00	$13,095.43
O	Other Leadership Activities	$50,057,147.95	$876,656.40		$876,656.40	$50,933,804.35	$49,201,613.00	$1,732,191.35		$1,732,191.35	$1,742,220.00	$10,028.65
P	TOTAL STATE LEADERSHIP (Row M + N + O)	**$50,347,063.82**	**$933,891.90**	**$0.00**	**$933,891.90**	**$51,280,955.72**	**$49,201,613.00**	**$2,079,342.72**	**$0.00**	**$2,079,342.72**	**$2,102,467.00**	**$23,124.28**
Q	STATE ADMINISTRATION											
R	TOTAL STATE ADMINISTRATION	1,864,795.91	1,085,464.55		$1,085,464.55	$2,950,260.46	1,970,684.46	$979,576.00		$979,576.00	979,576.00	$0.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	**$696,402,624.76**	**$340,083,228.96**	**$0.00**	**$340,083,228.96**	**$1,036,485,853.72**	**$1,015,484,304.22**	**$21,001,549.50**	**$0.00**	**$21,001,549.50**	**$21,024,674.00**	**$23,124.50**
T	* TOTAL TITLE II FUNDS *											
U	Funds for State Administration	$16,245.75			$0.00	$16,245.75		$16,245.75		$16,245.75	$16,246.00	$0.25
V	Funds for Local Consortia	$1,750,573.36	$258,272.00		$258,272.00	$2,008,845.36		$2,008,845.36		$2,008,845.36	$2,020,604.00	$11,758.64
W	TOTAL TITLE II FUNDS (Row U + V)	**$1,766,819.11**	**$258,272.00**	**$0.00**	**$258,272.00**	**$2,025,091.11**	**$0.00**	**$2,025,091.11**	**$0.00**	**$2,025,091.11**	**$2,036,850.00**	**$11,758.89**

Additional Information:

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: Walt Wong

Title/Agency: Chief Operations Office, Workforce Training Board

Student Enrollment Form of CTE Participants

State: Washington

Program Year: 2011-2012

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	Grand Total	303557	190085	0	207768	965
2	GENDER					
3	Male	157028	103268	N/P	108615	482
4	Female	146529	86817	N/P	99153	483
5	RACE/ETHNICITY * (1977 Standards)					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	RACE/ETHNICITY* (1997 Revised Standards)					
13	American Indian or Alaska Native	4938	2638	N/P	3025	4
14	Asian	21331	15152	N/P	155725	51
15	Black or African American	14658	11775	N/P	11403	17
16	Hispanic/Latino	53010	17803	N/P	35800	128
17	Native Hawaiian or Other Pacific Islander	2663	1332	N/P	1956	2
18	White	190585	107339	N/P	128482	663
19	Two or More Races	16351	6858	N/P	11364	43
20	Unknown (Postsecondary Only)		27188	N/P		57
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
22	Individuals With Disabilities (ADA)		10498	N/P		77
23	Disability Status (ESEA/IDEA) (Secondary Only)	32154			21371	
24	Economically Disadvantaged	135264	50626	N/P	92137	326
25	Single Parents	N/P	20970	N/P	N/P	39
26	Displaced Homemakers	N/P	610	N/P	N/P	3
27	Limited English Proficient	11685	16167	N/P	7621	56
28	Migrant Status	6006			3963	
29	Nontraditional Enrollees	136737	22597	N/P	105719	176

Student Enrollment Form of CTE Concentrators

State: Washington

Program Year: 2011-2012

Row	Population	Agri., Food, & Nat. Resources	Archit., & Const.	Arts, A/V Tech., & Comm.	Bus., Manag'mt., & Admin	Education, & Training	Finance	Gov't., & Public Admin.	Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Public Safety, & Security	Manufact.	Marketing, Sales, & Services	Science, Tech., Engineering, & Math	Transp., Distrib., & Logistics	Total
1	SECONDARY																	
2	Female	69	144	10818	56	4144	309	451	1582	1491	740	2826	161	308	1129	29	179	24436
3	Male	20	1142	10574	30	1785	283	1118	786	1243	63	5870	329	2822	963	147	2542	29717
4	Total	89	1286	21392	86	5929	592	1569	2368	2734	803	8696	490	3130	2092	176	2721	54153
5	POSTSECONDARY																	
6	Female	565	559	613	8617	2750	411	0	15932	1419	3571	1322	1798	912	464	174	344	39451
7	Male	1233	5177	891	2677	243	289	0	3831	1242	902	4101	1921	7057	316	694	3538	34112
8	Total	1798	5736	1504	11294	2993	700	0	19763	2661	4473	5423	3719	7969	780	868	3882	73563
9	ADULT																	
10	Female	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
11	Male	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	N/P	0
12	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	GRAND TOTAL (Lines 4+8+12)	1887	7022	22896	11380	8922	1292	1569	22131	5395	5276	14119	4209	11099	2872	1044	6603	127716

Comment:

2011-2012 Perkins Consolidated Annual Report (CAR)
Washington State

Workforce Training and Education Coordinating Board
Office of the Superintendent for Public Instruction
State Board for Community and Technical Colleges

December 2012

Implementation of State Leadership Activities - Required Use of Funds

Conducting an assessment of the vocational and technical education programs funded under *Perkins IV*

Secondary - The Comprehensive Education Data and Research System (CEDARS), a web-based system, is used to collect data on students in K-12 and CTE programs. The Office of Superintendent of Public Instruction (OSPI) is able to measure each special population group and assess performance on each of the core performance indicators specific to Perkins programs by local districts. This program-specific information enables the state CTE program staff to focus technical assistance efforts to work directly with local schools. In addition, local educational agencies maintain CTE data specific to the course offerings they currently offer. This enables them to better analyze the data and provide appropriate intervention for students, including those who are members of the special population groups performing below the state standards. Data provided to the state by local agencies are aggregated by race/ethnicity and as well as by the required special population categories.

In addition, OSPI performs on-site monitoring of Federal-funded CTE programs in local districts. These on-sites include, school visitation and onsite technical assistance. Prior to each onsite visit, CTE conducts a desk audit to determine "problem areas" for the targeted region, including review of such documents as the local Core Performance Indicator data and CEDARS report. The desk audit also includes a review of local district CTE Program Self-Assessment Reports and improvement plans. Additional technical assistance is provided onsite, or in follow-up communication, to assist the districts in any weak or noncompliant areas identified by the state.

Postsecondary- Staff members from the State Board for Community and Technical Colleges (SBCTC) conduct triennial program reviews on a rotating schedule. These program reviews enable staff to provide technical assistance while assuring that funding is being utilized in concert with annual plans. Each college also conducts program reviews on a three- to five-year rotating schedule. More frequent reviews are conducted if program data warrant additional scrutiny.

With the implementation of Programs of Study (POS), colleges are more closely and frequently examining program competencies that are linked to articulations with secondary programs and developing additional POS and Tech Prep articulations.

At the end of each academic year, colleges submit final reports to SBCTC, summarizing activities funded through Perkins. These are reviewed by agency staff in the Workforce Education division.

Perkins leadership funds were awarded to a project that worked with creating more personal ties to students within the educational program to enhance the response rates of students providing valuable feedback after graduating.

Developing, improving, or expanding the use of technology in career and technical education

Secondary - Due to the high demand in the workforce and future prospect of retiring highly educated math and science employees of the baby boomer generation, the Washington State Legislature continued to be a strong supporter in having the State Education Agency create a position to explore opportunities in science, technology, engineering, and mathematics (STEM) related careers. One of the key responsibilities of this position is to collaborate directly with community and technical colleges, four-year institutions of higher education, professional organizations, and the Workforce Training and Education Coordinating Board (WTB) to implement research-based outreach programs that attract middle and high school students to careers in STEM.

OSPI and Microsoft have partnered to provide Microsoft IT Academy (ITA) to all Washington high schools. Microsoft ITA will bridge the gap between the world of education and the world of work. It will boost Science, Technology, Engineering and Math (STEM) education statewide and the employability and global competitiveness of our students and future workforce. In the 2010-2011 legislative session, Washington provided $2 million towards the Microsoft IT Academy. The ITA is a technology education program focusing on training and certification for students and administrators. Microsoft will provide software and staff support to every high school in the state. Students, teachers, and administrators can receive training through online courses and official Microsoft materials and become certified in a number of IT subjects, including Microsoft Office, as well as advanced topics such as programming, network administration and database development.

The benefits entitled to Washington high schools are intended to support the state and the OSPI mission, which states:

> *Every Washington public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.*

The Microsoft IT Academy program solution for Washington high schools benefits reach:

- All Washington high school students, as well as home-schooled high school students
- All Washington high school teachers
- All Washington high school staff
- All Washington local communities
- All Education Service Districts (ESDs) and Tribal Schools

The Microsoft IT Academy includes the benefits of the current Microsoft IT Academy program, as well as unique education benefits that Microsoft Learning is making available to Washington high schools. Microsoft IT provides training delivered via live meetings, support materials, and dedicated deployment resources for the teachers and staff of Washington.

The benefits Microsoft will deliver to Washington include:

- Access to the Microsoft IT Academy Members' site
- Welcome Kit including a plaque, member letter, getting started information and posters to display at each high school
- Official Microsoft E-Learning Curriculum – over 1,500 online, multi-media courses to choose from including games, simulations, and videos to provide students with a hands-on learning experience
- Access to the ELearning Course Management Tool through the IT Academy Member site — the tool for teachers to manage their students' E-learning courses, send class communication, and monitor student performance
- Microsoft Digital Literacy – Curriculum for students who are new to computing skills
- Career Forward 'Soft Skills' Curriculum – a 20-hour online course geared toward helping students take control of their education and career, personal finance, and to introduce entrepreneurship to students.
- Lab Licenses – Up to 50 Microsoft Office lab licenses (2007 or 2010) for lab usage per IT Academy. These licenses are limited to instructional lab use only.
- Live@EDU – A Microsoft program that offers single sign-on, with the users' ITA ID (LiveID), to free Microsoft hosted Exchange email, 25 GBs of free cloud storage and free online Microsoft Office Web Applications. Schools may opt for portions or all of the Live@EDU services for their students and staff.
- Microsoft E-Reference Library – A searchable library of over 120 Microsoft Press books. Each school will receive five subscriptions to this rich resource.
- Lesson Plans - Educator lesson plans are available for teachers at every ITA member school covering a range of technical topics. These project-based activities and learning exercises for the classroom and beyond can be used to supplement to existing curricula or as stand-alone material.
- Microsoft Innovative Educator (MIE) Program - This program is designed to provide professional development to K12 educators and teacher trainers on effective technology integration to improve teaching and learning.
- MSDN AA (Academic Alliance) -- This element provides students and teachers in STEM disciplines with access to Microsoft software developer tools and platforms under the MSDN AA license.
- EduConnect – Microsoft gives back to education through its employees volunteering in schools to help teachers and students learn about improving learning outcomes, careers in technology, staying safe online, about getting excited and prepared for the future, and much more. As part of our commitment to Washington OSPI and the Washington high schools, Microsoft Partners in Learning is creating a formal mentor program to link a Microsoft employee to each of the 703 Washington high schools.

In addition, OSPI hosted various statewide professional development opportunities for teacher training in utilizing technology to enhance teaching and learning of content specific knowledge and skills in the classroom. Additionally, the Washington Association of Skilled and Technical Sciences offers various regional in-services across the state in specific technology program areas to facilitate the use of new and emerging technology in the classroom

Washington continues to work collaboratively with local industry and community partners, in particular with the Washington Association of Career and Technical Association (WA-ACTE), to provide additional resources and professional development opportunities for secondary school instructors. Furthermore, districts have partnered with their local city and county agencies to create stronger CTE programs that not only benefit students, but also their local communities.

Postsecondary- In 2011-12, funds were awarded through leadership mini-grants to develop, improve, or expand the use of technology in CTE programs. These awards helped several colleges develop podcasting. Podcast technology provides students with access to course delivery wherever and whenever. Students in lecture-discussion courses can access course

content for online review. Podcast technology provides students additional support for online and ITV courses. This is especially needed for rural campuses, as some professional and technical programs are only provided via ITV.

Other awards funded innovative uses of technology for faculty to develop instruction with mobile apps, creating a faculty resource for creating eBooks and converting current electronic resources to eBook format, providing peer mentorships for working with Moodle, a computer Network technology classroom virtualization project and developing a universal course shell for an online AAS degree, using Quality Matters rubrics, open course materials, and universal design content.

Nursing curriculum was enhanced to use ANGEL and web-based resources to address topics in women's health and math. Online methods were used to create new rubrics for outcomes measurement. Nursing faculty developed and integrated simulations throughout the nursing curriculum. They developed guidelines and standards for use of simulations. Faculty receiving this training will hold a seminar for other nursing faculty that will be archived and available to other instructors.

Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels

Secondary – Professional development for vocational and academic instructors was delivered chiefly through two methods: 1) workshops and conferences, and 2) technical assistance from program supervisors and other OSPI staff.

Workshop activities increasingly focused on the development, integration, and implementation of the program standards, based on industry-defined skills standards. The CTE program supervisors work directly with CTE instructors and local districts to ensure the quality of local programs. In addition to the workshops at national and statewide conferences, the CTE program office at OSPI coordinates with the Washington Association of Career and Technical Education Administrators (WAVA), and the WA-ACTE. Both organizations provide leadership services and develop visionary and proactive leaders in secondary CTE. Additionally, individual program staff members are assigned to work directly with state and national Career and Technical Student Organizations (CTSO). The benefits of working with the local and national CTSOs enhance specific pathway courses that increase actual leadership and employability skills through practicum and experiential experiences that prepares students for the workforce.

The WA-ACTE summer conference is held every August to provide professional development for all CTE directors/teachers and draws an average of 600 participants. The conference provides strategies to enhance teaching methodologies, including techniques to improve learning opportunities for special populations.

Comprehensive professional development was provided on an ongoing basis to administrators and teachers throughout the year at the WAVA. Despite the economic difficulties that districts have been challenged with, attendance continues to be consistently strong at all of these workshops and conferences.

Postsecondary– At the postsecondary level, Perkins Leadership funds are used to support Industry-Based Professional Development (IBPD). Over 110 CTE instructors, administrators, and CTE/Adult Basic Education teams engaged in acquiring new skills related directly to the business or industry in which they teach/supervise. IBPD means any return to industry field work experience or industry sponsored training, with the experience directly related to the program being taught. The purpose of the professional development is to return to industry field work experience or support attendance at recognized hands-on industry sponsored training programs that result in industry certification, or have a hands-on/practice component of sufficient length to result in an in-depth industry upgrade that will increase knowledge of current practices.

Leadership funds were further used to a Workforce Deans' Leadership training and an intensive "Boot Camp" training program for new CTE instructors and a train-the-trainer session for the individuals leading the program for new faculty

Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education

Secondary - All approved CTE courses must accompany a framework and incorporate Washington State Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs), in addition to all of the required leadership and technical skills required for the course. Curriculum frameworks submitted for approval without evidence of integration of all components of the EALRs, mastery of which is required for all students, and does not lead to the skills required by industry, are denied.

Postsecondary – Funding was used to support projects for CTE programs that:

- ✓ Integrate and strengthen academics and vocational components;
- ✓ Curriculum development, and
- ✓ Support competency-based education programs that integrate and strengthen real-world vocational components and industry skill standards.

Examples include:

- A Supplemental Instruction (SI) program that provided I-Best-like instruction and prep for college Math 116, Communications 101 and Human Relations for Diesel, Electronics, and Welding students.
- A Math-in-Industry project revised business math courses to meet the needs of particular vocational programs.
- A redesign of Computer Information Systems courses incorporated critical thinking strategies with online support and rubrics for competency assessment.

Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable

Secondary - Districts have been very creative in providing nontraditional training and employment opportunities in engineering, graphic arts, and health occupations. In many of our school districts enrollments are increasing for females in the engineering and graphic arts programs and more males are enrolling in the nursing and early childhood education programs. State funds were budgeted to assist districts in implementing Project Lead the Way curriculum. In the summer of 2011, approximately 20 scholarships were awarded to teachers of Washington to receive training on Project Lead the Way curriculum.

Many of Washington schools are utilizing the Inspiring Girls Now in Technology Evolution (IGNITE) model. This program's mission and goal is to have IGNITE in every middle and high schools, college, and workplace. In Washington IGNITE works closely with Seattle schools, encouraging high school girls to consider careers in technology. The program provides students with information about scholarships, internships, and community resources to help them succeed in the field of engineering and technology.

Many of our schools continue to hold annual nontraditional career and college fairs. Women in the trades and apprenticeships, as well as men in nursing and health care fields, continue to be the focus. The Pizza, Pop and Power Tools workshop for female students has shown to be successful throughout the state. The Spokane School District, one of our largest districts, continues to see an increase in female enrollments in the areas of construction as a result of the Pizza, Pop and Power Tools workshop.

Postsecondary – The State Board released nontraditional funds to the colleges on a RFP basis to improve performance in recruitment, retention and success of students in nontraditional occupations. Some of the projects offered by the colleges are outlined below:

- ✓ The Road Less Graveled - This showcases local women employed in nontraditional careers. The workshop highlights careers in the trades as a means toward economic stability for women. Information and resources for employment, funding, training, and scholarship opportunities are included in the demonstrations and hands-on activities.

- ✓ Try-a-Trade/Try-a-Technology - This is an opportunity for high school students to learn about trades, technology, and nontraditional careers on the college campus. Students participate in hands-on activities, meet college instructors, explore trades and technology related programs, and learn about career opportunities in a variety of fields.

- ✓ BOYS (Big Opportunities for Youth Success) - The BOYS project focuses on introducing middle school boys to the personal benefits and social impacts of non-traditional careers, with a focus on the health care industry.

- ✓ Girls Go Tech / Guys N Guts - The Girls Go Tech workshop exposes middle-aged school girls to technology-oriented programs: Administration of Justice, Computer Information Systems, and Visual Communications (graphic/web/media design). The Guys N Guts workshop exposes boys of similar age to health-related careers: Medical Assisting, Physical Therapist Assisting and Nursing. Each workshop is designed around a mystery and hands-on activities to keep participants engaged. Guest speakers provide career information and serve as role models as they speak to their personal experiences in these fields. A professional technical program advisor holds a breakout session with parents to provide college enrollment and financial aid information.

- ✓ "Expanding Your Horizons" - A program for middle school girls to go to a college campus to attend three hands-on workshops in STEM career fields and hear a speaker who will motivate and encourage them to pursue a challenging STEM career.

- ✓ IGNITE: GLITTER (Get Launched In Technology Through Education & Resources) - IGNITE, is a Seattle based non-profit organization with over a 10-year history of showing junior and senior high females the possibilities presented in STEM careers.

- ✓ Girls Investigating Science and Technology (GIST) - The project introduces middle school girls to the personal benefits and social impacts of non-traditional careers, highlighting workplace applications of science and technology.

- ✓ Pizza, Pop and Power tools" - This is an interactive non-traditional career presentation for 8th grade girls in the Construction Trades.

- ✓ Cool Girls Work in Aerospace Program - This project developed curriculum, including hands-on lab projects, for replication by colleges interested in hosting a Cool Girls Work in Aerospace Program. The program provides middle and high school girls with hands-on experience in a working in an aerospace training lab, using a range of tools and aerospace related materials.

Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study

Secondary – When local community and business organizations are involved throughout the development/planning phase of the CTE programs offered and when clear goals and expectations are set for students, there is an increase in student achievement. OSPI actively supports close connections between CTE programs and the state's local and regional industry representatives. OSPI continued to emphasize a different role for local advisory committees. Their primary function is to assist schools in the development of work-based learning opportunities, career awareness exploration activities, and other local implementation issues, and assist/advise the district in how to provide programs that meet the industry standards.

Postsecondary– Every CTE program is required to assemble an advisory committee composed of business and industry and organized labor representatives. This group represents employers and employees in the career field corresponding to the educational program. The advisory committee is a partnership between educational institutions and the community. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry.

Serving individuals in state institutions

Secondary - During Program Year 2011-12 OSPI worked with Green Hill Juvenile Rehabilitation Administration Academic School. The goal of the CTE JRA Project is to preserve the vital connections between youth, families, and communities by providing courses that will offer students an opportunity to enroll in a program that will lead to an industry-based certification. The intent is to build on the strengths of young people, families, and communities in order to instill hope and to ensure secondary students are given the same opportunities and can still contribute to the community, as well as being employable after they leave the facility.

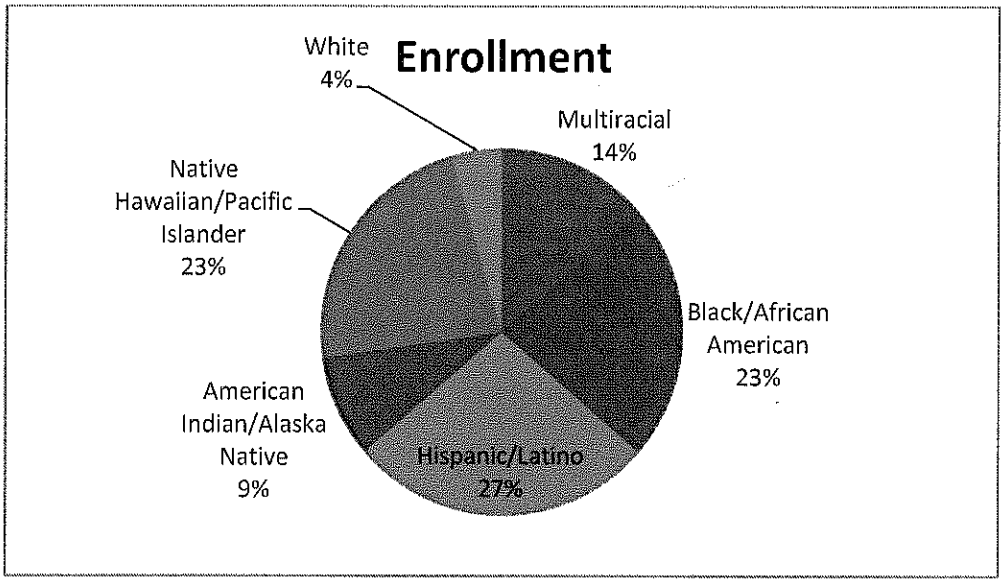
- ✓ **C-Tech** – C-Tech is the #1 industry-recognized certification for telecommunications that enhanced the current computer technology curriculum by replicating successful C-Tech programs offered at many state detention facilities in the nation. C-Tech offers short-term training for long-term careers with potential for professional growth and upward career mobility, with certification in a variety of high-tech wiring and cabling areas. The C-Tech program gives students the skills needed for telecommunications occupations and prepares students in job seeking skills.

  Green Hill offered the copper-based wiring module and the fiber-optic module. The ability to offer the C-Tech program was somewhat limited by staffing. In the 2011-12 school year, Green Hill offered C-Tech three of four terms, starting in the second quarter.

  The focus of the project was three-fold:
  1. Expand the number of C-Tech certifications available by including the home entertainment wiring module.
  2. Increase the number of certified staff who is able to offer the program by training an additional staff member in the copper and fiber modules in addition to the home entertainment module.

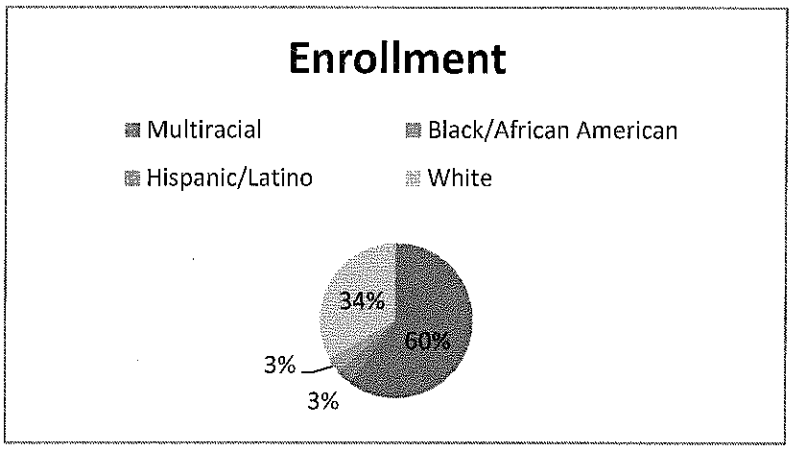
3. Replenish proprietary C-Tech consumable supplies used to offer certification programs to students.

In 2011-2012, there were 22 participants enrolled in the C-Tech Program. Of the 22 participants, 19 students received one or more certifications in C-Tech. A total of 34 certificates were earned by the 19 students. The graph below depicts the percentages of students enrolled in the C-Tech program by ethnicity.



✓ **Welding** – The Welding course takes, on average, about 400-500 hours of instruction for a student to develop sufficient welding skills to certify in welding. Green Hill sends their test welds out to independent laboratory for certification. Due to the high cost of each welding certification, instructors will not send a welding sample in for certification unless the teacher feels certain that the weld will pass the certification test.

In the 2011-12 school year, 30 students participated in the welding program at Green Hill. Of the 30 students, three students' work was submitted for certification. A total of 4 certifications were earned in the welding program. Below is a breakdown of student enrollment by ethnicity.



✓ **Horticulture** – While the Horticulture class has been in place at Green Hill for several years, the 2011-12 school year was the first year that the curriculum was centered on the WSU Cooperative Extension Master Gardener Certification Standards. The class began after spring break and ended at the end of our summer session (August) -- a total of 72 days. Students attended class for two hours each day, and could earn an entire credit for successful completion of the class. The instructor partnered with the County Cooperative Extension Agent to implement the Master Gardener program for students. In the 2011-12 school year, students in the horticulture program were able to earn equivalency credit in science, given that the teacher is a certified agriculture and science instructor.

All six participants in the horticulture program were all multiracial according to administrative records at the facility. Four of the six students who took the course successfully earned certification. The two students who didn't earn certification did not complete the entire class, and are both special education students. One of the four students who earned certification also had an IEP.

Postsecondary– Two correctional institution projects were funded by the State Board for I-BEST programs. Washington's Integrated Basic Education and Skills Training Program (I-BEST) is a nationally recognized model that quickly boosts students' literacy and work. I-BEST pairs two instructors in the classroom – one to teach professional and technical content and the other to teach basic skills in reading, math, writing or English language. Students learn basic skills in real-world scenarios offered by the job-training part of the curriculum.

Faculty designed an I-BEST model for a 57-credit Ornamental Horticulture certificate program for integrated professional-technical and ABE/GED students enrolled at Washington Corrections Center for Women. Funds during this period were used for faculty stipends and benefits for training and program/ curriculum development, and for goods and services needed for this development. Because this program began summer quarter 2012, we will not notice measurable outcomes until after that time.

As of October 2012, twenty-one students completed their first quarter (summer 2012) and twenty students enrolled for fall quarter 2012 for a total of 41 students participating at this time. Four students achieved their GED while working towards their first certificate in the Ornamental Horticulture pathway.

The second project, Building Maintenance I-BEST, is being developed by Centralia College. The program will serve incarcerated adult males who have four years or less remaining on their sentence. Students will learn how to identify, assemble, construct, and troubleshoot various systems in Building Maintenance, while concurrently increasing their reading, writing, and math skills. The project will enable students to earn 20 college-level credits. This program will begin fall 2012.

Providing support for programs for special populations that lead to high skill, high wage and high demand occupations

Secondary - Local educational agency plans are to describe how they will review CTE programs to identify and adopt strategies to overcome barriers that would otherwise result in lowered rates of access to, or lowered success in the program for special populations. In many of Washington schools, CTE programs have received technical guidance from OSP staff in their collaborative work with local migrant and bilingual programs, special education, and the Title I offices as they review CTE program data.

Washington is the only JAG state that ties the JAG program to CTE classes. This gives students skills training along with JAG training. Beginning in 2012-13, students can begin receiving credentials for certain classes they take, which can lead to industry certification.

Washington State introduced Jobs for America's Graduates (JAG) to local districts and skills centers serving high numbers of students who fall within the special population category. OSPI's 21st Century Goals for JAG include:

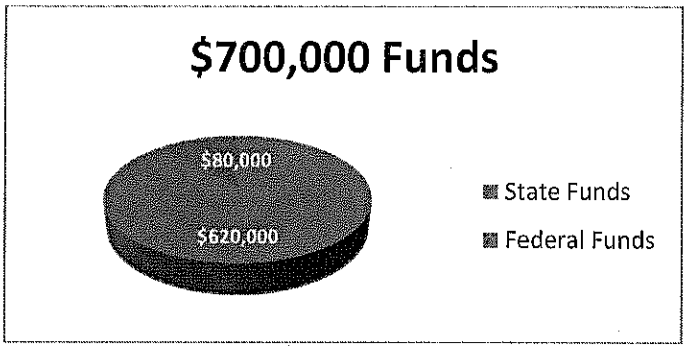
- Goal 1: demonstration of achievement, graduation, and positive plan for the future (system approach – JAG's ability to create pipeline- fills gaps)
- Goal 2: Schools in partnership with students, communities, families, provide safe, healthy and engaging learning environments (relevance and relationships of JAG classrooms-students engaged through student organization in projects including service learning)
- Goal 3: Sufficient state resources and responsive K-12 system promotes innovation and rewar4ds results.
- Student Learning Goals: All have connectivity: Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

There are 35 Jobs for Washington's Graduates (JWG) Schools:

- ✓ 16 JWG sites are beginning second year
- ✓ 19 JWG sites are beginning second semester

$20,000 is given per JWG site:

$620,000	State
$80,000	Federal
$700,000	**Total**



Postsecondary- Colleges applied for and were awarded funds for implementing projects designed to specifically support programs for special populations that lead to high-skill, high-wage careers. Technology integration and on-line course offerings provided extended access to high-wage career education, while modularized curricula provided increased access for career advancement and learning opportunities through short-term specialized training. Some projects were directed toward serving economically disadvantaged and/or educationally disadvantaged students. Counseling and advising services for special populations were supported as well as integration of Adult Basic Education (ABE) and English as a Second Language (ESL) into CTE course offerings through the model for Integrated Basic Education and Skills Training (I-BEST).

Some examples of projects follow:

- ✓ Bridge to Healthcare for ESL students - An Anatomy and Physiology course offered in modular format, with content typically taught in one quarter, offered over two quarters and includes other support for students, such as supplemental instruction for students learning English.

- ✓ Peer Mentoring Project - Developed a written curriculum and training materials for the Peer/Professional Coaches. This included a review of common barriers experienced by ESL college students; a review of current financial aid options; and appropriate coaching skills such as self-disclosure, confidentiality and respect for diversity.

- ✓ Online Recipes for Universal Design for Learning (UDL) - Professional technical courses offered in online or hybrid formats were configured using the principles of UDL, including multi-modal and assistive technologies supports. This will improve access and retention for all students and be particularly helpful for students with identified or unidentified learning disabilities.

- ✓ A Road Less Graveled – Possibilities Within Reach - Attendees of the event learn about educational and skills training, and meet professionals who share their expertise during presentations and hands-on demonstrations of various nontraditional occupations. The target audience is students currently enrolled in ABE, GED, ESL and I-BEST classes.

- ✓ Bienvenidos a Su Colegio is directed toward the recruitment and retention of Latino/Hispanic students at Skagit Valley College through a collaborative project with Skagit County Community Action Agency and the City of Mount Vernon.

Offering technical assistance for eligible recipients

Secondary – The CTE program office at OSPI offers educators and administrators specialized technical assistance, depending on the need of the district. Select districts receive follow-up through on-site technical assistance from program supervisors at OSPI. Technical assistance is a continuous effort involving all staff at OSPI.

Postsecondary- Staff members from the State Board for Community and Technical Colleges conduct triennial program reviews on a rotating schedule. These program reviews enable staff to provide technical assistance while assuring that funding is being utilized in concert with annual plans.

Staff members provide technical assistance through development of guides, manuals and blogs on budgets, policies and processes. Information on student coding processes and budgets are provided by online manuals and video conferencing.

Staff members of the SBCTC, WTECB and OSPI collaboratively provide technical assistance on Programs of Study (POS), budgets, application processes, coding, and Perkins accountability measures at conference and State meetings.

Permissible Activities

Improving career guidance and academic counseling programs

Secondary - Many districts throughout Washington State provides a career and technical education program that assists students in making career choices, assists students who are economically disadvantaged, students of limited English proficiency and students with disabilities to succeed through supportive services such as counseling, English language instruction, child care, and special aids. The establishment and pursuit of career and future goals is an integral part of all programs for all students and the support is provided through counselors and advisors to guide students through that process.

Districts continue to leverage Perkins funding to help support Washington's Navigation 101 program. Navigation 101 is a life skills and planning curriculum for students through grade 12. It aims to help students make clear, careful, and creative plans for life beyond high school, and:

- ✓ Encourage student engagement by building meaningful relationships between each student and at least one adult at school, thereby helping students remain engaged and motivated and lessening the chance for dropping out.

- ✓ Enhance student achievement by helping students evaluate their own skills, interests, and accomplishments; successfully make the transition between middle and high school; take more challenging courses; and understand the relationship between school and life after graduation.

- ✓ Involve parents or guardians by engaging them in students' decisions, sharing comprehensive information about students' progress, and inviting them to annual student-led conferences.

- ✓ Strengthen community within schools and in the neighborhoods in which students and their families live by offering students meaningful service-learning and leadership opportunities.

Postsecondary – POS templates have been developed in a database web tool WashingtonCareerPathways.org. The state model of a POS process is in place but this tool makes it possible for colleges and high schools to move POS into a web tool that is accessible to many audiences including students, parents, counselors and advisors. The http://wacareerpath.com/ tool is under development and provides a visual diagram to help people understand their options and how to move through college programs, as well as how to continue their education past the Associate degree or certificate level and gain the skills that they need to be successful in today's world. Some additional projects that were funded are:

- ✓ COMPASS testing and career and education pathway advising for high school students;

- ✓ Start Next Quarter (https://www.startnextquarter.org) is a web portal that provides students with educational program and based on their replies to simple survey questions, it can connect them to worker retraining and low-income programs for funding information.

- ✓ "CIS Digital Advisor" was made HTML5 compatible for the next generation of Web browsers, including desktop, tablet, mobile devices and ADA devices. Microsoft, Apple and Google have all announced their adoption of HTML5 as the next development platform for presentation devices. The CIS Digital Advisor has been very well received and is used extensively by students and faculty for student advising.

- ✓ Academic and career advising to support age 50+ students. Many new or returning 50+ students struggle with basic computer, math and technology issues as well as basic work search skills. This project provides academic and career advising, support ABE and ESL connections for students who would benefit, coordinate computer skills, math and resume workshops and coordinate information sessions for faculty on this population's special needs.

Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students

Secondary - OSPI continue to provide technical assistance on-site and via the phone and email to secondary schools in implementing new projects or in making improvements in their current program offerings. The local district CTE programs are closely aligned with competencies in all articulated dual credit programs for Tech Prep. Articulation agreements, integration of academic and technical subjects and other major components of Tech Prep continued even with dwindling funds. Further, in each approved Perkins program of study, signed articulation agreements are a required component. In some instances, local school districts have provided additional transition opportunities by establishing articulation agreements with four-year institutions and with two-year postsecondary programs outside of their local service district. These agreements

provide expanded opportunities for CTE students. The Programs of Study ensures that the secondary planned academic and technical courses are aligned to the postsecondary education and technical courses

Postsecondary – Career pathways trainings were conducted for secondary and postsecondary faculty, advisors, administrators and Tech Prep personnel. With the elimination of Tech Prep funding, the State elected to develop four statewide Programs of Study (POS) by utilizing Centers of Excellence (COE) from the postsecondary system and program managers from the Office of the Superintendent for Public Instruction. The four POS under development are in Information Technology, Agriculture, Health Care and the Aerospace/Manufacturing.

The WashingtonCareerPathways.org. (as described earlier) is creating an accessible online approval process for Tech Prep dual credit articulation assurances.

A Healthcare core project worked on an "introduction to healthcare careers" course and worked with local school districts to create articulation agreements.

Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs

Postsecondary– Expansion of articulation activities were conducted under the Perkins basic funds as part of the local five-year plan and yearly update to the plan. There are standing articulations for specific programs to universities. The Community and Technical College system now offers baccalaureate programs and supports expansion of upper division capacity at baccalaureate institutions. These applied baccalaureate degrees increase educational pathways for professional and technical associate graduates who have been limited in their ability to apply credits toward a bachelor degree. The workforce student population is comprised of a large portion of people of color, older working adults, and people (women) who are place-bound with family responsibilities.

Currently, eight community and technical colleges offer 10 applied bachelor degrees at eight colleges:

- Bellevue College – Bachelor of Applied Science in Radiation and Imaging Sciences, 2007; Bachelor of Applied Arts in Interior Design, 2009; Bachelor of Applied Science in Health Care Technology and Management, 2011
- Centralia College, Bachelor of Applied Science in Applied Management, 2012
- Columbia Basin College– Bachelor of Applied Management, 2009
- Lake Washington Technical College– Bachelor of Technology in Applied Design, 2009
- Olympic College – Bachelor of Science Nursing, 2007
- Peninsula College – Bachelor of Applied Science in Applied Management, 2007
- Seattle Central Community College– Bachelor of Applied Behavioral Science, 2009
- South Seattle Community College – Bachelor of Applied Science in Hospitality Management, 2007

Supporting career and technical student organizations

Secondary - OSPI pathway supervisors serve as the state advisors to the CTSOs funded in part with Perkins funds, including: FFA, DECA, Skills USA, FBLA, TSA, FCCLA, and the Washington Vocational Sports Medicine Association. The pathway supervisors and other staff of the unit actively participate in the state conferences and many of the national conferences for these organizations. CTSO activities were closely aligned with the classroom activities of the state's secondary CTE education programs in most districts. This ensured that the activities of the CTSO also connected with the attainment of industry skills and the education requirements of the state.

Postsecondary- Leadership funds were used to support the following postsecondary CTE student organizations: Skills USA-VICA; WPAS (for agriculture students); PHI BETA LAMBDA, a business leadership chapter affiliated with state and national DECA; the Teachers of Tomorrow to provide Education Paraprofessional and Early Childhood Education leadership opportunities affiliated with the Student Washington Education Association of the Washington Education Association; the Nursing Students of Washington State (NSWS); Psi Beta, the National Psychology Honor Society (for human services students); the Culinary Arts Chef's Club, affiliated with the American Culinary Federation; the International Association of Emergency Managers USA Student Chapter; AWS, affiliated with national American Welding Society; the Manufacturing Division of American Society for Engineering Education (ASEE) and Society of Manufacturing Engineers (SME); Radiologic Science, affiliated with Washington Society of Radiologic Technologies; Respiratory Therapy, affiliated with the Respiratory Care Society of Washington; Automotive Service Technology, affiliated with the State and National Skills USA; and Business Administration - MBA Business Club, affiliated with Future Business Leaders of America (FBLA).

Supporting public charter schools operating career and technical education programs

N/A

Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter

Secondary- CTE staff at OSPI continue to support apprenticeship preparation training as a stand-alone course or skills embedded within other course work. Cooperation continues between the Office of CTE at OSPI and the Washington State Apprenticeship and Training Council (WSATC).

A Running Start for the Trades incentive grant facilitated the development of "direct entry" training agreements between the Construction Careers Academy and regional apprenticeship training providers.

RCW 49.04.190, enacted into law in 2006, expanded opportunities for graduating secondary school students to enter registered apprenticeship programs. To meet the intent, the legislation established several responsibilities for the WSATC and OSPI, including:

- Awarding incentive grants for schools to negotiate and implement articulation agreements with local apprenticeship programs;
- Awarding pilot grants for secondary pre-apprenticeship program development;
- Developing pre-apprenticeship program guidelines; and,
- Providing reports to the Legislature.

Postsecondary- A project available for replication and funded by Perkins Leadership is an interactive web page for co-op/internship students and employers to help students and employers connect for a cooperative work experience and job placement. Leadership funds were used to support CTE student leadership organizations. These leadership opportunities provided professional development and interactions with industry professionals.

Other leadership projects are designed to support competency-based education programs that integrate and strengthen real-world technical components and industry skill standards. Examples of projects delivering real world experience are a student legal service, tax preparation, and a PC repair clinic to research of solutions and applying solutions that match industry practices.

Supporting family and consumer sciences programs

OSPI continues to support family and consumer sciences programs through various programs and grants.

Graduation, Reality And Dual-role Skills (GRADS) is a Family and Consumer Science program for pregnant and parenting students that provides on-site or nearby childcare and instruction in positive self-esteem, pregnancy, parenting, academic achievement, economic independence, and preparation for graduation. During the 2011-12 school year, 476 students were enrolled in 22 GRADS programs across the state. By the end of the year, 81.7% of the students had earned a high school diploma, received a GED, or planned to continue in GRADS or another school program. Nationally, only about 30% of pregnant and parenting students continue in high school and earn a degree, so GRADS is an effective dropout prevention program that flips the odds and helps two generations of Washingtonians.

OSPI has been working in partnership with the Washington State Department of Health, the Office of the Attorney General, the Washington State Coalition Against Domestic Violence, the Washington Coalition of Sexual Assault Programs, and Within Reach to increase support for pregnant and parenting teens and to improve services for pregnant and newly parenting victims of sexual and domestic violence and/or stalking. The work has been made possible through a three-year Pregnancy Assistance Fund Grant from the U.S. Department of Health & Human Services' Office of Adolescent Health.

OSPI's grant work has focused on GRADS teacher trainings, updating the curriculum framework, and increasing enrollment through outreach and the addition of new sites. Communities where GRADS programs are located have also been funded to develop a network that supports pregnant and parenting teens and their families.

Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels

Secondary – RCW 49.04.190, enacted into law in 2006, aims to expand opportunities for graduating secondary school students to enter registered apprenticeship programs. The statute established several responsibilities for the Washington State Apprenticeship and Training Council (WSATC) and OSPI, based upon allocated funding, including:

- Awarding incentive grants for schools to negotiate and implement articulation agreements with local apprenticeship programs.
- Award pilot grants for secondary pre-apprenticeship program development.
- Develop pre-apprenticeship program guidelines.
- Provide reports to the Legislature.

The WSATC and OSPI successfully managed the distribution of incentive and pilot grants throughout the state until the 2011-2012 school year when funding was cut.

OSPI continues to work toward making the high school diploma meaningful to industry in terms of job readiness by incorporating soft skills within technical training programs. Identification of industry recognized knowledge, skills and abilities is used to outline course frameworks for 7^{th}-12^{th} grade programs as well as advanced technical training programs at the skills centers. Work continues with third party trainers, apprenticeships and postsecondary educational training facilities to develop a seamless transition from the K-12 system to employment. This effort is commonly referred to as the Program of Study, which allows high school instructors and community college instructors to develop common competencies that help in articulation agreements, as well as provide a career ladder for students where they can map out the potential futures though numerous avenues.

The WSATC's Preparatory Program Recognition roll-out continues to promote outreach and awareness to CTE Directors as well as Skilled and Technical Science Instructors. The WA-ACTE Summer Conference highlighted the WSATC's effort. Additionally, outreach was just recently completed to the five Regions of Skills USA Washington Advisor meetings. Information was presented to highlight the WSATC's initiative and how they could develop connections, relationships and program recognition.

OSPI, through the CTE office, will continue to support apprenticeship preparation training as a stand-alone course or skills embedded within other course work. Cooperation continues between OSPI CTE Division, the WSATC, and the Department of Labor and Industries Apprenticeship Program. One continuing highlight is the use of OSPI's CTE News Update, published monthly, which includes dates, locations, times and registration process of activities pertinent to awareness and participation of high school students, instructors, administrators and counselors with Apprenticeship events and activities.

Postsecondary – Business and industry are vital components of CTE. Every CTE program is required to convene an advisory committee composed of business and industry and organized labor representatives. This group represents employers and employees in the career field corresponding to the educational program. The advisory committee is a partnership between educational institutions and the community. Advisory committees guide and assist the educational programs in curricula development, industry skill expectations and exposure to all aspects of industry including co-op experiences.

Additional projects were funded to develop and improve business and industry partnerships with professional technical programs, such as a clinical site development project to revise clinical fieldwork experiences in a Physical Therapist Assistant and Occupational Therapist Assistant program to provide students with a variety of clinical placements, such as pediatrics, gerontology, and acute care.

Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education

Postsecondary –Statewide program of study (POS) training continues to be offered at the secondary and postsecondary level. The colleges used funds for the enhancement of professional technical programs through curriculum development and redesign; faculty development; integration of technology into instruction with Web-based course offerings; development of competency-based curriculum; provision of internships and work-based learning opportunities; and modularization of courses to provide short-term training certificate options. Development of new courses and programs in Aerospace/Manufacturing has been encouraged through statewide initiatives. The development of four Statewide POS has been funded with Perkins Leadership. These projects will provide models for replication in other career clusters.

A system-wide project that supports development of courses and distance education is the Open Course Library (OCL). The library is a collection of expertly developed educational materials for 42 of the state's highest-enrolled college courses. The materials — including textbooks, syllabi, activities, readings, assessments — cost $30 or less per student and are freely available online under an open license for use by the state's 34 public community and technical colleges, four-year colleges and universities, and anyone else worldwide. The project is set to expand to 81 courses by 2013.

The WashingtonCareerPathways.org project is an open source web tool. Increased utilization of this tool provides consistency in program of student templates (POSTs) and program roadmaps. Each college and school district can do data entry and provide updates which ripple through the database, and can be saved on each college's website, thereby saving time and effort and reducing costs.

Many colleges are modifying programs to have online components or to offer entirely online. For example, a college has moved 27 credits of a Massage Practitioner course to an online/hybrid format, with an additional 18 credits in the core certificate/degree remaining in face-to-face lab format. This migration will improve accessibility and access for students.

Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135©(19) of *Perkins IV*
N/A

Providing activities to support entrepreneurship education and training

Secondary – A majority of our CTE classes are project-based, where students are asked to design and construct products that are sellable to the general public. Entrepreneurship stresses personal development and offers an interactive class environment where students learn teamwork and communication skills, along with other proficiencies. Often times, districts use classroom instruction to introduce secondary students to the ideas and values of entrepreneurship and provide a vehicle for identifying, recruiting , and referring those who are interested in participating in more intensive entrepreneurship programs in the community.

In addition, CTE students participate in entrepreneurial competitive events at state CTSO conferences. For example, as a result of the students supervised agricultural experience projects, they are heavily involved in entrepreneurship opportunities and activities.

Postsecondary– Perkins leadership replication grants are available for Entrepreneurship training projects. One of the options available is a project that allows students in hospitality programs to develop and launch their own virtual business. Two new projects that were developed this year were an international entrepreneur practicum and a mentoring program for entrepreneurs.

Providing career and technical education programs for adults and school dropouts to complete their secondary school education

Postsecondary- Perkins leadership funds were used to strengthen recruitment, admissions, and retention efforts for ESL/ABE/GED and high school completion students, teen parents, and returning adult students. A reassessment of communications curriculum project includes competency-based education, curriculum development and integration of developmental skills. This project integrates developmental English and a Social & Human Services (SHS) introductory course, and developmental math with other SHS-related coursework to better prepare SHS students for an associate's degree.

Many students begin their programs needing study skills (time management, goal setting, learning styles, textbook reading and comprehension, exam preparation/test taking, vocabulary development skills). A Student Development /Study Skills course was developed by one college as part of a college wide focus to improve the retention. This course was developed for students whose entrance COMPASS scores place them at developmental writing and math levels.

Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs

Secondary – Washington State leveraged resources with the Running Start for the Trades Apprenticeship Grants and the Navigation 101 program to focus on students interested in pursuing a career in the high demand, livable wage paying trades.

In collaboration with the Navigation 101 program, counselors are to help students investigate career options. The Navigation 101 curriculum features two back-to-back advisory sessions – in December and January – that are focused on planning for life beyond high school and exploring careers. These sessions give students information about career opportunities and the education and training they will need to pursue them.

The Navigation 101 lesson plans suggest that each student take an interest or skills assessment once a year. The lesson plans also suggest job shadows for older students, to give them firsthand experience in a career area of interest.

Postsecondary– One of the Perkins leadership projects available for replication is an interactive web page for co-op/internship students and employers to connect for cooperative work experience and job placement. Projects were funded in areas of recruiting and advising. The Career Pathway web tool will be linked with other state web sites in a coordinated way to inform students and advisors about current career and educational opportunities for students from high school through postsecondary. The One-Stop support provided by Perkins funds is linked to centers that provide career information and job seeking services.

Developing valid and reliable assessments of technical skills

Secondary and Postsecondary - The selection and adoption of appropriate technical skills for secondary CTE students has been a challenge. Through the state's program of study efforts, the Agriculture Center of Excellence in collaboration with OSPI, are in the pilot phase of having a standardized assessment that will be accepted and used throughout the agriculture pathways. The pilot animal systems program of study has a two-part assessment: an on-line, randomized knowledge and skills assessment and a hands-on assessment. The collaborative partnership has also begun development on the plant systems pathway assessment

Program advisory committees are composed of employers and employees from the career field. These committees review curriculum and make recommendations regarding the skill sets appropriate and necessary for the level of educational attainment in the career field.

Students may elect to take third party testing, however the testing entities have no reporting loop to send data back to the high schools and colleges.

Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes

Secondary – RCW 28A.320.175 authorizes OSPI to build a longitudinal student data system, which was named the Comprehensive Education Data and Research System (CEDARS), a longitudinal data warehouse. Districts report data on courses, students, and teachers. Course data includes standardized state course codes. Student data includes demographics, enrollment information, schedules, grades, and program participation. Teacher data includes demographics, certifications, and schedules.

In 2007, the Washington Legislature established the Education Research and Data Center (ERDC) in the Washington State Office of Financial Management (OFM). ERDC is directed to conduct analyses of early learning, K-12, and higher education programs and education issues across the P-20 system and the workforce. Partner agencies of ERDC include: the Department of Early Learning (DEL), Office of Superintendent of Public Instruction (OSPI), Professional Educator Standards Board (PESB), State Board of Education, Higher Education Coordinating Board (HECB), Council of Presidents (COP) (public four-year higher education institutions), State Board for Community and Technical Colleges (SBCTC), Workforce Training and Education Coordinating Board (WTECB), and the Employment Security Department (ESD). The P-20 agencies and institutions are to make relevant data available to ERDC and, in turn, ERDC is to make data from collaborative analyses available to the education agencies and institutions that contribute data.

Washington's statewide K-12 longitudinal data system has the ability to track individual student enrollment, assessments, and course-taking information, as well as information about teachers. ERDC's capabilities complement the K-12 data system by incorporating longitudinal early learning, postsecondary, and workforce information into a unified, comprehensive, and efficient P-20 system, known as the Evergreen State P-20 (ESP-20).

Postsecondary–For the last two years, the Tech Prep statewide enrollment and registration system (SERS) has provided student information, that was not available through other state data systems. Staff data analysts are assigned to manage the Perkins data reporting requirements.

Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business

Secondary – Washington districts have made efforts to recruit and retain quality CTE teachers and faculty. It is an integral part of an overall effort to increase the numbers of minority teachers and administrators in the State's public schools. Working closely with local colleges and universities, programs and services assist schools to recruit, hire and retain a diverse teaching and administrative staff that more closely represents the diversity of the student population. Teachers of color can relate to students with diverse background. Some districts grasped onto the idea of creating their own teacher pool, as teachers tend to teach and stay in areas where they grew up. With limited resources, some districts have continued to invest in high quality cadres to local teachers and minority teachers who come from at-risk communities.

Postsecondary- Leadership funds were used to support professional development through a Workforce Deans' training and Boot Camp training for new CTE instructors. The new instructor training has been highly successful and has expanded to multiple locations to better serve instructors. Additional innovations were developed with the use of emerging technologies to aid students that are geographically isolated or that need flexibility in scheduling courses.

Supporting occupational and employment information resources

Postsecondary- The Career Pathway web tool will be linked with other State websites in a coordinated way to inform students and advisors about current career and educational opportunities for students from high school through postsecondary. The One-Stop support provided by Perkins funds is linked to centers that provide career information and job seeking services.

Progress in Developing and Implementing Technical Skill Assessments

Secondary – The Workforce Board and OSPI staff met to discuss Technical Skill Attainment (2S1), the core performance measure. Together we developed a plan that not only met the letter of the statute, but one that also would have meaning and benefit our secondary CTE students. In December 2011 the Workforce Board and the OSPI submitted a plan revision request to revise how data is pulled and reported for the secondary 2S1 Technical Assessment performance measure.

***Old Measurement Definition or Approach*:**

Numerator:
Number of exiting CTE concentrators who took and passed a program specific assessment designed by the industry.
Denominator:
The number of exiting CTE concentrators who were in a course being measured for technical skills attainment.

New Measurement Definition or Approach:

Numerator: The Number of exiting CTE concentrators who took and passed a state or nationally recognized assessment of technical skills and knowledge
Denominator: The number of exiting CTE concentrators who took a state or national recognized assessment of technical skills and knowledge

This change will provide a more accurate account of student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, as outlined in Perkins legislation.

The OSPI data will capture students who took and passed a state or nationally recognized assessment instead of industry certifications received. This will measure competency and skills attainment of CTE concentrators. With a focus on skill attainment, rather than certificate attainment, we will be able to more effectively evaluate the effectiveness of CTE instruction, through student performance.

Postsecondary – Postsecondary technical assessment is built into the program development process. SBCTC requires that each certificate and program of 20 credits or more submit program information for approval prior to making the educational program available to students.

A program planning committee composed of employers and employees in the career field must meet and design the program to provide students with the training required for local, state and national skill levels or certifications. This local partnership is necessary for support of the program and placement of co-op work experiences and jobs. This planning committee is the

foundation for a program advisory committee, which is a requirement for an approved program. The program approval process requires that data be gathered on the employment outlook in the career field. This verifies need for the program graduates at the educational attainment level of certificate, Associates degree or beyond. The program is based on the skill sets appropriate and necessary for the level of educational attainment in the career field.

Implementation of State Program Improvement Plans

Please review your state's accountability data in Part D of this report. If your state failed to meet at least 90% of a state-adjusted level of performance for any of the core indicators of performance under Sec. 113 of Title I of the Act, please provide a state program improvement plan that addresses, at a minimum, the following items:

- The core indicator(s) that your state failed to meet at the 90 percent threshold;
- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;
- The action steps which will be implemented, beginning in the current program year, to improve the state's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;
- The staff member(s) in the state who are responsible for each action step; and
- The timeline for completing each action step.

Secondary Action Steps: OSPI will be required to develop an action plan that identifies those school districts that did not meet their target/s, and will provide technical assistance to those school districts with deficiencies. OSPI will review the districts' current activities; will analyze the impact of those activities, and will encourage the districts to use their Perkins funds toward activities to improve local performance.
Staff Responsible
OSPI staff: Phouang Hamilton
Workforce Board staff: Terri Colbert
Timelines: January 2012 through June 2013

Postsecondary **Actions Steps:** SBCTC will be required to develop an action plan that identifies those college districts that did not make their goal. SBCTC will provide technical assistance to those colleges with deficiencies. SBCTC will review the colleges' current activities; will analyze the impact of those activities, and will encourage the colleges to use additional leadership funds toward activities to improve local performance.
Staff Responsible
SBCTC staff: Tiffany Merkel
Workforce Board staff: Terri Colbert
Timelines: January 2012 through June 2013

Implementation of Local Program Improvement Plans

Secondary
Washington State did not meet Perkins performance indicator 1S2: Academic Attainment in Mathematics.

During the last four years, the Washington State Legislature has made several changes that have impacted mathematics education.

In 2008, math standards in Washington State changed. The assessments aligned to those standards, began in 2010 for K-8 and 2011 for high schools, with a new assessment structure (End-of-Course exams for Algebra and Geometry). Passing of the End-of-Course will be required, starting with the class of 2013.

In 2011, math standards were modified to adopt the Common Core State Standards (CCSS). Assessments aligned to those standards will begin in 2015, with a career and college readiness assessment at the 11th grade.

The changes in 2008 were supported by the Legislature to improve mathematics and science education in Washington through establishment of a Regional Mathematics and Science Coordinator in each of the nine Educational Service Districts (ESDs). The coordinators' mission was to provide mathematics and science professional development within their regions. The ESD mathematics and science coordinators have created a collaborative network across all nine ESDs that provide equitable access to high quality professional development programs, technical assistance, and communications for district administrators, building leaders, and teachers across the state. This network works closely with the OSPI Teaching & Learning and

Assessment departments to improve student achievement through the implementation of the new state standards, the support of the student assessment system, and the improvement of student learning opportunities.

The ESD mathematics and science coordinators work collaboratively with district leaders to create regional systems of professional support, responsive to the individual district needs. As school district budgets are cut and districts move curriculum coordinators and coaches back to the classroom, regional mathematics and science coordinators have created multi-district professional development programs and regional collaboratives. District leaders are more efficient with their professional development dollars because many pool these funds in regional collaboratives supported by the coordinators.

The ESD mathematics and science coordinators also fill a vital role in the state communication system. The coordinators ensure that critical information is shared from the state to the classroom, and that feedback and needs from the classroom teachers is provided to state leaders. Having a single "go-to person" in each region is a critical element in the state support framework.

There have been and will continue to be many statewide development efforts in mathematics and science. OSPI relies on the ESD network to provide workgroups and product development teams. Districts are less likely to allocate staff time for such tasks, and so it falls to the coordinators to serve as a statewide workgroup, charged with the role of creating new tools and resources that can be shared across the state, including: academic vocabulary resources, assessment rubrics, formative assessment supports, and instructional models.

The ESD mathematics and science coordinators serve the districts differently across the state, but are part of standards implementation and a support system that is consistent across the state.

Since the adoption of the Common Core State Standards, efforts have been made to develop consistent statewide professional development materials for educators to access through their ESDs and through the web site. Various divisions at OSPI have been collaboratively working together to offer better guidance and direction to districts for how they can focus district-provided professional development and where they can access resources. The Teacher Principal Evaluation Pilot is another resource that will become available for how instruction will need to change as a result of the new standards.

In 2011-12, OSPI hosted 2 statewide symposiums that reached 70-80 districts (teams of 5-6) and provided mini-grants to 49 districts for four days of professional learning focused on implementing the standards in spring and summer 2012.

With Washington State's use of the Learning Forward Standards for Professional Learning to guide our approach and any professional learning opportunities that the OSPI math department provides, OSPI anticipates districts will begin to build capacity in and provide professional learning opportunities for all educators across programs (core academic, CTE, special education, migrant, bilingual, etc.).

The Office of Student and School Success' goal is to raise student achievement, eliminate opportunity gaps and get students to graduate with equality in outcome. Under the ESEA Flexibility Waiver, the Office of Student and School Success works with schools that have been identified for assistance. Based on the performance of the schools, they are placed in one of the three categories:

- Priority schools are among the lowest 5percent of Title I schools in the state, based on achievement on the statewide assessments, with a demonstrated lack of progress on those assessments over three years.
- Focus schools are among the lowest 10 percent of the Title I schools in the state.
- Reward schools are classified either as "highest-performing schools" or a "highest-progress schools."

For districts that did not meet at least 90 percent of one or more performance indicators, one of the following options are required:

1. Districts with an existing district improvement plan could integrate a Perkins improvement plan within the district improvement plan that details the various steps the district will take to address the performance deficit(s) for each unmet core indicators.
2. Districts that do not have an existing district improvement plan must complete a Perkins Performance Improvement Plan(s) (PPIP) for each of the unmet core indicators.

Both options require districts to submit a signed copy of the plan to OSPI prior to the start of the next school year.

Performance Plan for 1S2: Academic Attainment in Mathematics

In addition to the services offered to schools to help aid their strategies in the areas of mathematics, the division of Career and College Readiness will continue to offer workshops around math strategies at the statewide CTE conferences. In past years, the CTE office at OPSI provided districts workshops around math strategies. The Math/CTE workshop provided was very well received by CTE instructors and math teachers who participated in the workshop. The workshop provided various strategies teachers could implement immediately in the classroom utilizing current curriculum. CTE instructors who expressed a lack of confidence in math and math teachers who didn't really see the value of CTE courses left the workshop with respect for each other's expertise. Both CTE instructors and math teachers found great value in attending workshops as a team to help reinforce each other's teaching.

Below is a list of districts that did not meet at least 90 percent of target for 3 consecutive years by performance measures.

1S1: Academic Achievement – Reading and Language Arts
Grand Coulee Dam School District

1S2: Academic Achievement - Mathematics
Auburn School District
Bethel School District
Bremerton School District
Chehalis School District
Chimacum School District
Clover Park School District
Eastmont School District
Eatonville School District
Elma School District
Fife School District
Grand Coulee Dam School District
Granit Falls School District
Highline School District
Longview School District
Montesano School District
Moses Lake School District
Mukilteo School District
North Thurston Public School
Omak School District
Orting School District
Pasco School District
Port Angeles School District
Puyallup School District
Renton School District
Sedro-Woolley School District
Snohomish School District
South Kitsap School District
Spokane School District
Stevenson-Carson School District
Sumner School District
Sunnyside School District
University Place School District
Wahluke School District
Walla Walla Public Schools
Warden School District

The above districts will be required to attend the workshops to aid the academic achievement of CTE students in the areas of mathematics.

6S2: Nontraditional Completion

Longview School District

The above district will be required to introduce nontraditional career fields to students through guess speakers, field trips to local businesses and by exposing students to activities that support nontraditional career field areas.

Secondary Subpopulations

Below are the 4 student categories that did not meet academic attainment in mathematics by at least 90 percent in school year 2011-12.

American Indian or Alaska Native	83	281		29.54%
Black or African American	191	924		20.67%
Hispanic/Latino	889	3105		28.63%
Native Hawaii or Other Pacific Islander	54	166		32.53%

OSPI will begin work with the Washington Applied Math Council (WAMC) to infuse an ELL strand to help teachers understand the student population within their district. During the 2012-13 school year, the WAMC will provide training to CTE instructors on how to embed math into their teachings. Instructors in attendance will gain strategies to support the creation of a literacy-rich classroom environment where students are immersed in a variety of language experiences and mathematics conceptual and content development aligned to support the implementation of the Common Core Standards.

The WAMC offers an annual workshop in June. Participants in June will:

- Learn strategies that promote students' vocabulary development
- Develop an understanding of how to use graphic organizers in the teacher directed and student generated formats
- Learn strategies that promote the development of the ELL student critical thinking skills
- Analyze existing problem solving plans that are in use and develop a comprehensive plan to support the ELL
- Learn strategies that will support the transition from teacher led to student led problem solving

The WAMC will provide additional workshop training at the annual Summer WA-ACTE conference.

Postsecondary

Colleges that do not meet 90 percent of one or more performance indicators are required to write a performance plan regarding each missed performance goal and include it in the following year's annual update of the college's five-year plan. Each improvement plan outlines the college activities that are tied to individual performance measures and at the end of the year they review the impact of the activities. The plan is reviewed by SBCTC staff as part of the approval of the college's overall Perkin's plan for funding. Colleges that miss the same performance goals three years in a row will be required to direct 1.5 percent of total Perkins basic funds towards improving upon the deficiencies in the coming year plan and budget. The budget and narrative documents are set up to show the amount of funds and activities directed toward performance improvement.

Performance Indicator: 1P1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards.

The target for this measure was 36,544 and the 90 percent level was 32,890. The actual level of performance was 43,278. The Community and Technical College system performance exceeded the target performance level.

✓ All 34 colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.

Performance Indicator: 2P1 Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.

The target for this measure was 29,010 and the 90 percent level was 26,109. The actual level of performance was 34,717. The Community and Technical College system performance exceeded the target performance level.

✓ All 34 colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.

- ✓ The SBCTC Student Achievement Initiative (SAI) rewards colleges for retaining students to levels of achievement and completion of certificates and degrees.

Performance Indicator: 3P1- Activities will improve student retention in postsecondary education, or transfer to a baccalaureate degree program.

The target for this measure was 58.95 percent and the 90 percent level was 53.06 percent. The actual level of performance was 61.91percent. The Community and Technical College system exceeded the target performance level.

- ✓ Twenty-six colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ **Eight colleges did not make 90 percent of their goals. Colleges marked by an (*) missed the target for the second year in a row.** No colleges/districts missed the target for three consecutive years.
  1. Bellingham Technical College (84%)* - this is a decline of 4 percent from 2010-11.
  2. Clover Park Technical College (84%), met their target in 2010-11.
  3. Columbia Basin College (82%)*- this is a decline of 6 percent from 2010-11.
  4. Seattle Central Community College (87%), met their target in 2010-11.
  5. South Seattle Community College (67%)* - this is a decline of 6 percent from 2010-11.
  6. Skagit Valley College (89%), met their target in 2010-11.
  7. Spokane Community College (88%), met their target in 2010-11.
  8. Spokane Falls Community College (86%) * - an improvement of 3 percent from 2010-11.
- ✓ Clover Park Technical College, Seattle Central Community College, Skagit Valley College and Spokane Community College had performance drop under 90 percent of target for the first time in three years. These colleges will be contacted to examine what factors have contributed to this drop.
- ✓ Bellingham Technical College and Columbia Basin College will receive additional technical assistance regarding this performance indicator.
- ✓ South Seattle Community College had a drop for a second consecutive year and had the lowest performance compared to target of any college. This college will be provided with additional technical assistance. SBCTC will work with the college to explore contributing factors and solutions.

Performance Indicator: 4P1 - Activities will improve student placement in military service/apprenticeship programs, or placement/retention in employment, with emphasis on placement in high-skill, high-wage, or high-demand occupations/professions.

The target for this measure was 56.20 percent and the 90 percent level is 50.58 percent. The actual level of performance was 53.86 percent. The SBCTC achieved 96 percent of the target performance level.

- ✓ Twenty-eight colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ **Six colleges did not make 90 percent of their target. Two colleges that missed their goal for the second consecutive year are marked by an (*). Three colleges designated by an (#) missed their goal the last three consecutive years.**
  1. Bates Technical College (76%), this college had 91 percent of their target in 2010-11.
  2. Clover Park Technical College (82%) # - a decline of 4 percent from 2010-11
  3. South Puget Sound Community College (86%)* - an improvement of 9 percent from 2010-11
  4. Spokane Community College (86%)* - an improvement of 3 percent from 2010-11
  5. Spokane Falls Community College (88%) # - an improvement of 10 percent from 2010-11
  6. Wenatchee Valley College (75%) # - a decline of 14 percent from 2010-11
  7. Clover Park Technical College, Spokane Falls and Wenatchee Community Colleges did not meet their target for three consecutive years. Spokane Falls has improved 10 percent from their last year's performance. Wenatchee Valley College requested to negotiate a target, but the negotiated target formula (three-year average performance plus 3 percentage points) produced a target above 90 percent. These colleges will be provided with additional technical assistance and SBCTC will explore contributing factors and solutions with each college.
- ✓ Bates Technical College dropped below 90 percent of their target for the first time in three years. This college will be contacted to examine what factors have contributed to this drop.
- ✓ South Puget Sound and Spokane Community Colleges have improved from their performance in 2010-11.

Performance Indicator: 5P1 - Activities will improve student participation in career and technical education programs that lead to employment in nontraditional fields.

The target for this measure was 18.75 percent and the 90 percent level is 16.88 percent. The actual level of performance was 18.51 percent. The SBCTC achieved 99 percent of the target performance level.

- ✓ Twenty-six colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ **Eight colleges did not make 90 percent of their goal. Two of the colleges designated by an (*) missed their goal the last two years. Five colleges missed their goal three consecutive years and are marked with a (#).**
- ✓ Of the eight colleges achieving less than 90 percent of their goal, four of them are technical colleges which have a historically difficult time recruiting enough non-traditional students into their particular program offerings. The technical colleges offer more of the programs that tend to have lower non-traditional participation rates than the programs offered at the community colleges.
- ✓ Three of the eight colleges achieving less than 90 percent of their goal, are rural colleges with large Hispanic/Latino populations that have more cultural ties to traditional roles.
- ✓ Big Bend Community College negotiated their target to 12.52 percent and improved their performance by 0.52%, but was unable to achieve the negotiated target. This college is a college impacted by a large Hispanic/Latino population.

1. Bates Technical College # - an improvement of 0.66 percent from 2010-11
2. Big Bend Community College# - an improvement of 0.51 percent from 2010-11
3. Clover Park Technical College#
4. Columbia Basin College# - an improvement of 0.47 percent from 2010-11
5. Green River Community College*
6. Lake Washington Technical Institute
7. Renton Technical College#
8. Skagit Valley College* made 89.97 percent of target, an improvement of 0.52 percent from 2010-11.

Performance Indicator: 5P2 - Activities will improve student completion of career and technical education programs that lead to employment in nontraditional fields.

The target for this measure was 18.25 percent and the 90 percent level is 16.43 percent. The actual level of performance was 17.04 percent. The SBCTC achieved 93 percent of the target performance level.

- ✓ Nineteen colleges/districts met at least 90 percent of their local performance goals established for this performance indicator.
- ✓ **Fifteen colleges did not make 90 percent of their goals. One of the colleges, designated by an (*), missed their goal the last two years. Seven colleges missing 90 percent of their target for three consecutive years are designated by an (#).**
- ✓ Four out of six of the State's technical colleges did not make 90 percent of their performance target. Technical colleges have a historically difficult time recruiting enough non-traditional students into their particular program offerings. The technical colleges offer more of the programs that tend to have lower non-traditional participation rates than the programs offered at the community colleges.

1. Bates Technical College #
2. Bellingham Technical College*
3. Big Bend Community College#
4. Centralia College
5. Clover Park Technical College#
6. Columbia Basin College#
7. Everett Community College#
8. Grays Harbor College
9. Peninsula College
10. Pierce College District
11. Renton Technical College#
12. Skagit Valley College
13. South Puget Sound College
14. Spokane Community College#
15. Yakima Valley Community College

Postsecondary – Subpopulations

Performance Indicator: 1P1 - Activities will improve the number of students attaining challenging and relevant career and technical skill proficiencies, including student achievement, on technical assessments that are aligned with industry-recognized standards.

- ✓ Most subpopulations performance was within one percentage point of last year's performance the exception to this was a gain of 4.02 percent for economically disadvantaged students over last year.

Performance Indicator: 2P1 Activities will improve student attainment of industry-recognized credentials, certificates, or degrees.

- ✓ Most subpopulations performance was within one percentage point of last year's performance the exception to this was a gain of 3.45 percent for economically disadvantaged students over last year.

Performance Indicator: 3P1- Activities will improve student retention in postsecondary education, or transfer to a baccalaureate degree program.

- ✓ The state target for 3P1 Student Retention or Transfer is 58.95 percent and 90 percent is 53.06 percent. The following subpopulations did not meet at least the 90 percent level: American Indian/Native Alaskan (49.85%); Single parents (49.93%); Limited English Proficient (45.27%); Nontraditional Enrollees (51.85%).

Performance Indicator: 4P1 - Activities will improve student placement in military service/apprenticeship programs, or placement/retention in employment, with emphasis on placement in high-skill, high-wage, or high-demand occupations/professions.

- ✓ The state target for 4P1 Student Placement is 56.20 percent and 90 percent is 50.58 percent. The following subpopulations did not meet at least the 90 percent level: Males (50.31%); American Indian/Native Alaskan (49.34%); Black/African American (48.56%); unknown race (45.77%); Individuals with Disabilities (36.38%); Single parents (50.18%); Displaced Homemakers (50.20%).

Performance Indicator: 5P1 - Activities will improve student participation in career and technical education programs that lead to employment in nontraditional fields.

- ✓ The state target for 5P1 Nontraditional Participation is 18.75 percent and 90 percent is 16.875 percent. The following subpopulations did not meet at least the 90 percent level: Unknown race (16.42%); Displaced Homemakers (13.32%).

Performance Indicator: 5P2 - Activities will improve student completion of career and technical education programs that lead to employment in nontraditional fields.

- ✓ The state target for 5P2 Nontraditional Completion is 18.25 percent and 90 percent is 16.425 percent. The following subpopulations did not meet at least the 90 percent level: Unknown race (15.33%); Single parents (15.40%); Displaced Homemakers (9.51%).

Tech Prep Grant Award Information

Tech Prep funds are distributed, according to formula, to the 22 Tech Prep consortia in the state.

Tech Prep plans are developed within each consortium, with input and guidance from the consortium partners, including members of the secondary and postsecondary institutions.

With the elimination of federal funds for Tech Prep, program and administrative carry forward funds were the only funds available to the consortia. This amounted to only about 10 percent of the previous year's total Tech prep funding level.

Administrative funds were used to support Program of Study development in Agriculture and further expansion of the WA Career Pathways web tool (WACAPA). The remainder of the administrative funds was combined with program funds to send out by formula to each Tech Prep consortia. Twenty-one of the 22 consortia participated in Perkins Tech Prep funding this year.

The Washington Tech Prep program directors had adopted a funding formula based on performance measures, to be phased in during 2011-12. The formula was based on a two-year average of each consortium's funding plus an amount for performance. Performance was 10 percent of available funding taken off the top. During the first year of using the formula, all consortia would be treated as if they made the top performance level. The performance measure funding therefore was the same for all consortia, so it didn't advantage or disadvantage anyone during the switch to the new formula. The base level funds were from remaining 90 percent of total available funds. The base funding level was determined calculating the two-year average of market share for each consortium.

The Program of Study in Agriculture developed an assessment blueprint for the Plant Systems Pathway; a third party recognized assessment test consisting of over 160 questions; a statewide program of study model for plant systems that bridges secondary and postsecondary course offerings and offers industry credentials that are recognized by multiple

companies in plant systems and dual credit with multiple Washington State Community Colleges and potentially with Washington State University.

The funded WA Career Pathway Web tool allowed for expansion of the program's administrative files to contain Program of Study and articulation assurances and allow remote log-in and capture of signatures. This will significantly reduce the time to circulate the assurance forms for numerous signatures from various locations.

FY 2011-12 TECH PREP

District/project	Grant Award	
WA Career Pathway web tool	$11,157	Pierce College and Pierce County Consortium
Program of Study - Agriculture	$11,759	Center for Excellence in Agriculture and Walla Walla Community College
Bellevue	$16,278	College Credit and Careers Network (C3N)
Bellingham	$11,468	Whatcom Tech Prep Consortium
Big Bend	$11,391	Basin Tech Prep Consortium
Centralia	$10,406	Lewis and South Thurston Counties Consortium
Columbia Basin	$11,170	Columbia Basin Consortium
Edmonds	$11,021	Edmonds Tech Prep Consortium
Everett	$11,477	Sno-Isle/Everett Community College Consortium
Grays Harbor	$10,817	Twin County Consortium
Green River	$17,224	South King County Tech Prep Consortium
Lower Columbia	$11,709	Cowlitz-Wahkiakum Career Development Consortium
Olympic	$12,525	West Sound Education Consortium
Peninsula	$10,758	North Olympic Peninsula Consortium
Pierce District	$16,796	Pierce County Careers Connection (PC3)
Seattle District	$12,268	Tech Prep Seattle
Skagit Valley	$12,331	Skagit/Island PrepWork Consortium
South Puget Sound	$12,723	South Sound Tech Prep Partnership
South Seattle	$11,680	Puget Sound Career Consortium
Spokane District	$12,445	Northeast Washington Tech Education Consortium (NEWTEC)
Walla Walla	$11,725	Southeastern Washington Tech Prep Consortium
Wenatchee Valley	$11,091	North Central Washington Consortium
Yakima Valley	$11,571	Yakima Valley Community College
System Total	**$270,031**	

Tech Prep Accountability Data

Secondary Tech Prep Performance Measure		2011-12 Numerator	2011-12 Denominator	2010-11 Performance	2011-12 Actual Performance	Change from 2010-11 to 2011-12 Performance
1STP1	Enroll in postsecondary education	2,591	8,025	30.48%	32.29%	1.81
1STP2	Enroll in postsecondary education in the same field or major	269	8,025	2.49%	3.35%	0.86
1STP3	Complete a State or industry-recognized certification or licensure	507	8,025	3.98%	6.32%	2.34
1STP4	Complete course(s) that	7,722	8,025	92.10%	96.22%	4.12

	award postsecondary credit					
1STP5	Enroll in remedial mathematics, writing or reading course(s)	1,583	8,025	49.94%	19.73%	-30.21 A Negative number is preferred for this item.

Secondary Tech Prep Data
There were gains in all secondary Tech Prep measures during 2011-12. Most notable is the 30 percent decline in enrollment in postsecondary remedial courses. This is more a reflection of additional data becoming available to get a truer count than any programmatic changes.

According to CEDARS[1] data, there were 115,110 students in 2011–12 who participated in high school course work that created opportunity for them to seek dual credits through Tech Prep. The SERS[2] is used only for Tech Prep Students and 2011–12 data shows that 40,442 (35.1%) students attempted to earn college credit through Tech Prep. Of those students, 28,946 or 71.6 percent satisfied the dual enrollment and class requirements to earn a grand total of 164, 693 credits.

The average split between male and female students completing all requirements for college credits has remained fairly stable, 42.4 percent male and 51.4 percent female. The total of male to female does not add up to 100 percent, due to an average of 6.2 percent of students not identifying gender on their registration (SERS).

Students identified as multi-racial, Pacific Islander and Hispanic ethnic groups increased their levels of Tech Prep participation over the past three reporting years. CEDARS data shows a continuous upward trend in the percentage of students taking Tech Prep eligible classes who qualify for free/reduced-price lunch programs (43.2 percent in 2011-12).

Postsecondary Tech Prep Performance Measure		2011-12 Numerator	2011-12 Denominator	2010-11 Actual Performance	2011-12 Actual Performance	Change from 2010-11 to 2011-12 Performance
1PTP1	Employment in a related field after graduation	107	125	71.52%	85.60%	14.08
1PTP2	Complete a State or industry-recognized certification or licensure	11	125	3.80%	8.80%	5.00
1PTP3	On-time completion of a 2-year degree or certificate	154	410	30.75%	37.56%	6.81
1PTP4	On-time completion of a baccalaureate degree program	30	712	5.73%	4.21%	-1.52

Postsecondary Tech Prep Data
There were gains in all postsecondary Tech Prep measures during 2011-12 except for 1PTP4: On-time completion of a baccalaureate degree program. This is not particularly surprising. The technical-professional certificates and degrees at the community colleges are not usually for occupations that require baccalaureate education to hold a family living wage job. The community and technical college system does have applied baccalaureate degrees available at eight colleges. These degrees are appealing for students who are working in their field and come to pursue a bachelor's degree to move up into management

[1] OSPI, Student Information Office, CEDARS 2011-12

[2] SBCTC, Statewide Enrollment and Reporting System, SERS 2011-12

positions in their occupational area. In addition, there are articulations to four-year institutions available, dependent on the program of study and the institution chosen. One state college accepts all technical-professional associates' degrees as upside-down degrees towards baccalaureate credentials.

Another factor in this measure's value is that many community and technical college students are typically older than students coming from high school, they do not attend full-time, and their education is interrupted by family and work. A baccalaureate degree may take longer than six years for community and technical college students to complete if that is even a goal for them in their occupational choice.

Another performance measure that had significant gains is the employment of graduates in their field of study after graduation from a CTE program. This measure increased 14 percent from 71.52 percent in 2010-11 to 85.60 percent 2011-12.

Washington State Supplemental Performance Measures

When core indicators were developed and targets negotiated during with the 1998 Perkins Act, the Workforce Board adopted three additional indicators to submit to the U.S. Department of Education: Earnings, Employer and Participant Satisfaction.

A. Recent Secondary Results

1. ***Earnings:*** *The median annualized earnings of completers during the third quarter after leaving high school, excluding individuals who are enrolled in further education.*

   The results for the 2010-11 exiters were $10,961. (expressed in 2011 dollars) This is above the previous year's results of $10,583 but still below pre-recession levels, which had been as high as $12,713 in 2005-06. This result is based on vocational completers with valid social security numbers, who were employed and not enrolled in further education. Earnings results reflect Washington State Unemployment Insurance data, but exclude self-employment earnings. This is the first year of reliance upon the state's SLDS for the data used in calculating performance. Some of the difference relative to previous years may result from the new SLDS procedures for obtaining student identifiers and employment records.

2. **Employer Satisfaction:** The percentage of employers who report satisfaction with new employees who recently completed secondary vocational education, as evidenced by survey responses to a biennial survey.

   The most recent result, from the 2012 employer survey, which included hires in the 2011-12 year, is 96.7 percent satisfaction, based on two questions about overall quality and overall productivity of recent hires from Secondary CTE programs.

3. **Participant Satisfaction:** The percentage of participants who report satisfaction with secondary CTE, as evidenced by survey responses.

   The most recent result, from the survey of students who exited during the 2109-11 school year, is 99.0 percent satisfaction.

B. Recent Postsecondary Results

1. **Earnings:** The median annualized earnings of exiters during the third quarter after leaving college, excluding individuals who are enrolled in further education.

   The results attained were $24,825 (expressed in 2011 dollars). This result is below the prior year's result of $25,982. The result is based on students exiting in the 2009-10 program year with valid social security numbers, who were employed and not enrolled in further education. Earnings results reflect regional Unemployment Insurance data, but exclude self-employment earnings.

2. **Employer Satisfaction:** The percentage of employers who report satisfaction with new employees who recently completed postsecondary CTE, as evidenced by survey responses to a biennial survey.

   The most recent result, from the 2012 employer survey, which included hires in the 2011-12 year, is 94.3 percent satisfaction, based on question about overall quality and overall productivity of recent hires from postsecondary CTE programs.

3. **Participant Satisfaction:** The percentage of participants who report satisfaction with postsecondary CTE, as evidenced by survey responses.

   The most recent result, from the survey of students who exited during the 2010-11 school year, was 91.0% satisfaction.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
151: ATTAINMENT OF ACADEMIC SKILLS - READING/LANGUAGE ARTS

STATE: Washington

PROGRAM YEAR: 2011-12

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**18578**	**22205**	**74.30%**	**83.67%**	E	Y
2	**GENDER**						
3	Male	9564	11755		81.36%		
4	Female	9014	10450		86.26%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	218	282		77.30%		
14	Asian	1343	1563		85.92%		
15	Black or African American	647	932		69.42%		
16	Hispanic/Latino	2344	3130		74.89%		
17	Native Hawaii or Other Pacific Islander	107	168		63.69%		
18	White	12975	15007		86.49%		
19	Two or More Races	939	1122		83.69%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	629	756		83.20%		
23	Economically Disadvantaged	6080	8129		74.79%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient	84	366		22.95%		
27	Migrant Status	215	325		66.15%		
28	Nontraditional Enrollees	9532	13030		81.73%		
29	Tech Prep	9710	11610		83.63%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
1S2: ATTAINMENT OF ACADEMIC SKILLS - MATHEMATICS

STATE: Washington

PROGRAM YEAR: 2011-12

☐ Amended Performance Data Date of Filing Amended Data: _____

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**10060**	**22088**	**62.40%**	**45.55%**	D	N
2	**GENDER**						
3	Male	5666	11710		48.39%		
4	Female	4394	10378		42.34%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	83	281		29.54%		
14	Asian	930	1565		59.42%		
15	Black or African American	191	924		20.67%		
16	Hispanic/Latino	889	3105		28.63%		
17	Native Hawaii or Other Pacific Islander	54	166		32.53%		
18	White	7438	14932		49.81%		
19	Two or More Races	475	1115		42.60%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	333	754		44.16%		
23	Economically Disadvantaged	2512	8070		31.13%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient	47	372		12.63%		
27	Migrant Status	66	318		20.75%		
28	Nontraditional Enrollees	4862	11954		40.67%		
29	Tech Prep	5105	11538		44.25%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
2S1: TECHNICAL SKILL ATTAINMENT

STATE: Washington

PROGRAM YEAR: 2011-12

☐ Amended Performance Data Date of Filing Amended Data: _____

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**1960**	**1994**	**57.66%**	**98.29%**	E	Y
2	**GENDER**						
3	Male	1019	1039		98.08%		
4	Female	941	955		98.53%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	11	11		100.00%		
14	Asian	80	80		100.00%		
15	Black or African American	37	38		97.37%		
16	Hispanic/Latino	259	264		98.11%		
17	Native Hawaii or Other Pacific Islander	15	15		100.00%		
18	White	1484	1510		98.28%		
19	Two or More Races	74	76		97.37%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	57	59		96.61%		
23	Economically Disadvantaged	683	696		98.13%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient	33	35		94.29%		
27	Migrant Status	19	19		100.00%		
28	Nontraditional Enrollees	931	956		97.38%		
29	Tech Prep	1435	1465		97.95%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
3S1: SCHOOL COMPLETION

STATE: Washington

PROGRAM YEAR: 2010-2011

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**22289**	**24451**	**89.78%**	**91.16%**	E	Y
2	**GENDER**						
3	Male	11649	12985		89.71%		
4	Female	10640	11466		92.80%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	273	324		84.26%		
14	Asian	1596	1694		94.21%		
15	Black or African American	977	1103		88.58%		
16	Hispanic/Latino	3155	3574		88.28%		
17	Native Hawaii or Other Pacific Islander	177	213		83.10%		
18	White	15040	16296		92.29%		
19	Two or More Races	1113	1245		89.32%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	755	813		92.87%		
23	Economically Disadvantaged	8186	9343		87.62%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient	415	490		84.69%		
27	Migrant Status	349	384		90.86%		
28	Nontraditional Enrollees	11839	13263		89.26%		
29	Tech Prep	11807	12677		93.14%		
30	**DISAGGREGATE INDICATORS**						
31	General Education Development (GED)	111			0.00%		
32	Diploma	22189			0.00%		
33	Certificate	50			0.00%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
4S1: STUDENT GRADUATION RATES

STATE: Washington

PROGRAM YEAR: 2011-12

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**20454**	**23513**	**79.00%**	**86.99%**	E	Y
2	**GENDER**						
3	Male	10676	12676		84.22%		
4	Female	9778	10837		90.23%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	279	361		77.29%		
14	Asian	1456	1612		90.32%		
15	Black or African American	927	1138		81.46%		
16	Hispanic/Latino	2679	3325		80.57%		
17	Native Hawaii or Other Pacific Islander	133	174		76.44%		
18	White	14144	15928		88.81%		
19	Two or More Races				0.00%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	1932	2481		77.87%		
23	Economically Disadvantaged	8097	10125		79.97%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient	761	1029		73.96%		
27	Migrant Status	452	581		77.80%		
28	Nontraditional Enrollees	11426	13340		85.61%		
29	Tech Prep	17807	20442		87.11%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
551: PLACEMENT

STATE: Washington

PROGRAM YEAR: 2011-12

☐ Amended Performance Data

Date of Filing Amended Data:

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**17413**	**28432**	**62.42%**	**61.24%**	D	Y
2	**GENDER**						
3	Male	9137	16720		58.12%		
4	Female	8276	12712		65.10%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	227	493		46.04%		
14	Asian	1216	1864		65.24%		
15	Black or African American	776	1453		53.41%		
16	Hispanic/Latino	2196	4126		53.22%		
17	Native Hawaii or Other Pacific Islander	90	201		44.78%		
18	White	12220	19167		63.76%		
19	Two or More Races	688	1128		60.99%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	1073	2548		42.11%		
23	Economically Disadvantaged	5786	10644		54.36%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient	310			0.00%		
27	Migrant Status				0.00%		
28	Nontraditional Enrollees				0.00%		
29	Tech Prep				0.00%		
30	**DISAGGREGATE INDICATORS**						
31	Advanced Training & Postsecondary Education	1967	28432		6.92%		
32	Employment	9087	28432		31.96%		
33	Military	PNO	PNO		XXX%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
6S1: NONTRADITIONAL PARTICIPATION

STATE: Washington

PROGRAM YEAR: 2011-12

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**152318**	**254417**	**50.00%**	**59.87%**	E	Y
2	**GENDER**						
3	Male	87185	136322		63.96%		
4	Female	65133	118095		55.15%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	2799	4319		63.42%		
14	Asian	8486	15151		56.01%		
15	Black or African American	7726	12486		61.89%		
16	Hispanic/Latino	29817	47645		62.58%		
17	Native Hawaii or Other Pacific Islander	1371	2283		60.06%		
18	White	94079	159093		59.13%		
19	Two or More Races	8087	13421		60.26%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	4418	7367		59.97%		
23	Economically Disadvantaged	72727	117632		61.83%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient	5875	9715		60.47%		
27	Migrant Status	3595	5591		64.35%		
28	Tech Prep	70547	114442		61.64%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
6S2: NONTRADITIONAL COMPLETION

STATE: Washington

PROGRAM YEAR: 2011-12

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**12515**	**20803**	**50.00%**	**60.16%**	E	Y
2	**GENDER**						
3	Male	6413	11610		55.24%		
4	Female	6102	9193		66.38%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	186	269		69.14%		
14	Asian	578	998		57.92%		
15	Black or African American	494	745		66.31%		
16	Hispanic/Latino	1941	2945		65.91%		
17	Native Hawaii or Other Pacific Islander	100	158		63.29%		
18	White	8528	14602		58.40%		
19	Two or More Races	648	1086		63.35%		
20	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	412	700		58.86%		
23	Economically Disadvantaged	4969	7839		63.39%		
24	Single Parents				0.00%		
25	Displaced Homemakers				0.00%		
26	Limited English Proficient	221	353		62.61%		
27	Migrant Status	153	219		69.86%		
28	Tech Prep	7604	12567		60.51%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
1P1: TECHNICAL SKILL ATTAINMENT

STATE: Washington

PROGRAM YEAR: 2011-2012

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**43278**	**0**	**36.54%**	**0.00%**	D	N
2	**GENDER**						
3	Male	19601	N/P		XXX%		
4	Female	23677	N/P		XXX%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	505	N/P		XXX%		
14	Asian	2846	N/P		XXX%		
15	Black or African American	2067	N/P		XXX%		
16	Hispanic/Latino	3172	N/P		XXX%		
17	Native Hawaii or Other Pacific Islander	231	N/P		XXX%		
18	White	28911	N/P		XXX%		
19	Two or More Races	1421	N/P		XXX%		
20	Unknown	4125	N/P		XXX%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	2543	N/P		XXX%		
23	Economically Disadvantaged	14674	N/P		XXX%		
24	Single Parents	3226	N/P		XXX%		
25	Displaced Homemakers	196	N/P		XXX%		
26	Limited English Proficient	693	N/P		XXX%		
27	Nontraditional Enrollees	4942	N/P		XXX%		
28	Tech Prep	280	N/P		XXX%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Washington State report numbers for this measure, rather than percents. Our target for this measure was 36,544. We exceeded target. This spreadsheet does not allow input of denominators that exceed numerators.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
2P1: CREDENTIAL, CERTIFICATE, OR DEGREE

STATE: Washington

PROGRAM YEAR: 2011-2012

☐ Amended Performance Data Date of Filing Amended Data: _____

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**34717**	**0**	**29.01%**	**0.00%**	D	N
2	**GENDER**						
3	Male	15268	N/P		XXX%		
4	Female	19449	N/P		XXX%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	373	N/P		XXX%		
14	Asian	2367	N/P		XXX%		
15	Black or African American	1621	N/P		XXX%		
16	Hispanic/Latino	2572	N/P		XXX%		
17	Native Hawaii or Other Pacific Islander	185	N/P		XXX%		
18	White	22895	N/P		XXX%		
19	Two or More Races	1199	N/P		XXX%		
20	Unknown	3505	N/P		XXX%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	1774	N/P		XXX%		
23	Economically Disadvantaged	11198	N/P		XXX%		
24	Single Parents	1990	N/P		XXX%		
25	Displaced Homemakers	124	N/P		XXX%		
26	Limited English Proficient	525	N/P		XXX%		
27	Nontraditional Enrollees	3697	N/P		XXX%		
28	Tech Prep	201	N/P		XXX%		
29	**DISAGGREGATE INDICATORS**						
30	Credential	3125			0.00%		
31	Certificate	9063			0.00%		
32	Degree	22529			0.00%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Washington State reports numbers for this measure, rather than percents. Our target for this measure was 29,010. We exceeded target. The report spreadsheet for this measure does not allow us to enter a denominator that exceeds the numerator.

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
3P1: STUDENT RETENTION OR TRANSFER

STATE: Washington

PROGRAM YEAR: 2011-2012

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**43872**	**70861**	**58.95%**	**61.91%**	E	Y
2	**GENDER**						
3	Male	20489	34232		59.85%		
4	Female	23383	36629		63.84%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	497	997		49.85%		
14	Asian	2727	4127		66.08%		
15	Black or African American	2635	4820		54.67%		
16	Hispanic/Latino	3468	6005		57.75%		
17	Native Hawaii or Other Pacific Islander	274	478		57.32%		
18	White	27993	43397		64.50%		
19	Two or More Races	1545	2600		59.42%		
20	Unknown	4733	8437		56.10%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	2361	3866		61.07%		
23	Economically Disadvantaged	16566	25380		65.27%		
24	Single Parents	3605	7220		49.93%		
25	Displaced Homemakers	132	240		55.00%		
26	Limited English Proficient	1737	3837		45.27%		
27	Nontraditional Enrollees	5493	10593		51.85%		
28	Tech Prep	225	326		69.02%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
4P1: STUDENT PLACEMENT

STATE: Washington

PROGRAM YEAR: 2011-2012

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**24013**	**44588**	**56.20%**	**53.86%**	D	Y
2	**GENDER**						
3	Male	10629	21125		50.31%		
4	Female	13384	23463		57.04%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	299	606		49.34%		
14	Asian	1520	2615		58.13%		
15	Black or African American	1196	2463		48.56%		
16	Hispanic/Latino	1862	3325		56.00%		
17	Native Hawaii or Other Pacific Islander	143	278		51.44%		
18	White	16334	29836		54.75%		
19	Two or More Races	773	1344		57.51%		
20	Unknown	1886	4121		45.77%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	1050	2886		36.38%		
23	Economically Disadvantaged	8379	15259		54.91%		
24	Single Parents	2337	4657		50.18%		
25	Displaced Homemakers	123	245		50.20%		
26	Limited English Proficient	569	1095		51.96%		
27	Nontraditional Enrollees	3235	5989		54.02%		
28	Tech Prep	185	331		55.89%		
29	**DISAGGREGATE INDICATORS**						
30	Apprenticeship	118			0.00%		
31	Employment	23763			0.00%		
32	Military	132			0.00%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
5P1: NONTRADITIONAL PARTICIPATION

STATE: Washington

PROGRAM YEAR: 2011-2012

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**16734**	**90409**	**18.75%**	**18.51%**	D	Y
2	**GENDER**						
3	Male	8268	43629		18.95%		
4	Female	8466	46780		18.10%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	309	1395		22.15%		
14	Asian	1083	5211		20.78%		
15	Black or African American	1407	5999		23.45%		
16	Hispanic/Latino	1343	7478		17.96%		
17	Native Hawaii or Other Pacific Islander	119	615		19.35%		
18	White	10150	56696		17.90%		
19	Two or More Races	668	2938		22.74%		
20	Unknown	1655	10077		16.42%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	1358	5857		23.19%		
23	Economically Disadvantaged	6872	35714		19.24%		
24	Single Parents	2064	11336		18.21%		
25	Displaced Homemakers	63	473		13.32%		
26	Limited English Proficient	886	4463		19.85%		
27	Tech Prep	165	754		21.88%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
5P2: NONTRADITIONALCOMPLETION

STATE: Washington

PROGRAM YEAR: 2011-2012

☐ Amended Performance Data Date of Filing Amended Data:

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	**GRAND TOTAL**	**7264**	**42621**	**18.25%**	**17.04%**	D	Y
2	**GENDER**						
3	Male	3497	20029		17.46%		
4	Female	3767	22592		16.67%		
5	**RACE/ETHNICITY* (1977 Standards)**						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	**RACE/ETHNICITY* (1997 Revised Standards)**						
13	American Indian or Alaska Native	111	572		19.41%		
14	Asian	556	2738		20.31%		
15	Black or African American	476	2401		19.83%		
16	Hispanic/Latino	550	3262		16.86%		
17	Native Hawaii or Other Pacific Islander	47	255		18.43%		
18	White	4660	28080		16.60%		
19	Two or More Races	247	1289		19.16%		
20	Unknown	617	4024		15.33%		
21	**SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES**						
22	Individuals With Disabilities (ADA)	608	2815		21.60%		
23	Economically Disadvantaged	3115	18178		17.14%		
24	Single Parents	722	4688		15.40%		
25	Displaced Homemakers	25	263		9.51%		
26	Limited English Proficient	221	1301		16.99%		
27	Tech Prep	64	376		17.02%		

***See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.**

Additional Information:

Student Accountability Forms for the Section 203 Indicators of Performance (Title II)
SECONDARY LEVEL

STATE: _____

PROGRAM YEAR: 2011-2012

☐ Amended Performance Data Date of Filing Amended Data: _____

			A	B	C
Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1STP1	Enroll in postsecondary education	2591	8025	32.29%
2	1STP2	Enroll in postsecondary in the same field or major	269	8025	3.35%
3	1STP3	Complete a State or industry-recognized certification or licensure	507	8025	6.32%
4	1STP4	Complete course(s) that award postsecondary credit	7722	8025	96.22%
5	1STP5	Enroll in remedial mathematics, writing, or reading course(s).	1583	8025	19.73%

Additional Information:

Student Accountability Forms for the Section 203 Indicators of Performance (Title II)
POSTSECONDARY LEVEL

STATE: _____

PROGRAM YEAR: 2011-2012

☐ Amended Performance Data Date of Filing Amended Data: _____

			A	B	C
Line	Indicator Number	Performance Indicator	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students
1	1PTP1	Employment in related field after graduation.	107	125	85.60%
2	1PTP2	Complete a State or industry-recognized certificate or licensure	11	125	8.80%
3	1PTP3	On-time completion of a 2-year degree or certificate.	154	410	37.56%
4	1PTP4	On-time completion of a baccalaureate degree program.	30	712	4.21%

Additional Information: